



## DOCTOR OF EDUCATION (EDD)

### Shifting Borders

#### A Case Study Of Internationalisation Of Education Within A Dutch School Group In Amsterdam

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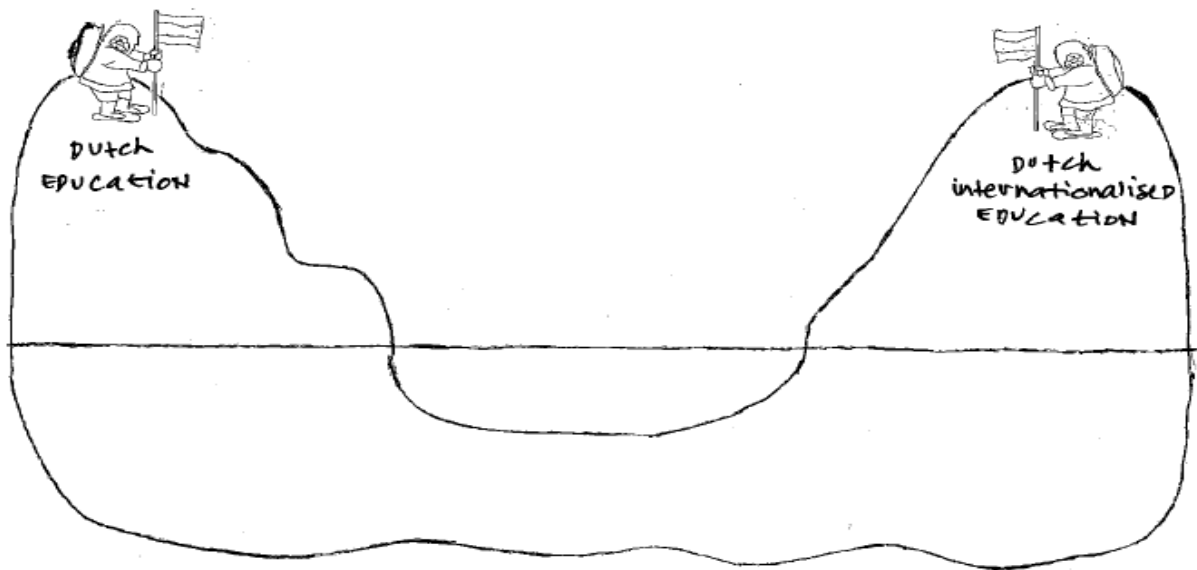
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# Shifting borders

A case study of internationalisation of education  
within a Dutch School Group in Amsterdam

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A thesis submitted for the degree of Doctor of Education  
University of Bath  
Department of Education



May 2016

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## **Abstract**

Teachers working in international schools can be understood as gearing a student's disposition towards the ability and preparedness to handle and value differences and diversity. The process of internationalisation of education implies a process of change pertaining to the mission, vision and delivery of education. In an effort to cope with a number of challenges from within and outside of the Netherlands, a Dutch School Group in Amsterdam embarked on a process of change by adopting an international dimension to the students' experience. Instead of these schools becoming more similar to each other, i.e. converging towards an internationalising 'master-viewpoint', the schools' alignment under pressure showed a process of 'anisomorphism': their education's primary function, approach, tasks, role and objectives for society were changing into different internationalising directions. However, the pragmatic expectations and actions, particularly of the parents and the students, were creating new boundaries and rationales for the schools as bargaining zones. The 'shifting borders' between the schools were becoming more connected with a growing international focus, yet had different pragmatic and ideological implications for each of them. The result was that these borders became permeable, a nominal erosion of differences between the 'international' school selectively catering for children of internationally mobile families and the other schools catering for all children in the Netherlands. 'International schools' became places where students were trained to engage with difference and diversity and where the students had not necessarily been crossing geographical borders. This raises the issue of the role of education in a multicultural and globalising society, as –in this case– an increase in institutional diversity within the specific Dutch national context, and an increased uncertainty about the multiple aims of education, stretched the educational as well as social boundaries which constrain the futures for which students are being prepared.

## Acknowledgements

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I learned to see education as the science and practice of freedom. This lesson informed my research for this thesis, as it made me realise there is more to education than the science and practice of humanism and equality of opportunity:

*(...) education becomes uneducational if it only focuses on socialization –i.e., on the insertion of “newcomers” into existing sociocultural and political orders- and has no interest in the ways in which newcomers can, in some way, gain independence from such orders as well. Education, in other words, should always also have an interest in human freedom (...) the agent is not an author or a producer, but a subject in the twofold sense of the word, namely one who began an action and the one who suffers from and is subjected to its consequences (...)*

Biesta, G.J.J. (2010), Good education in an age of measurement. Ethics, politics, democracy (Boulder, USA), pages 75 and 83.

I could create the cover image thanks to inspiration from Gary Varvel  
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and David Hayward (<http://www.patheos.com/blogs/friendlyatheist/2010/09/22/should-we-only-focus-on-the-tip-of-the-iceberg/>).

## List of abbreviations

CITO: popular standardised test for Dutch twelve year-olds at the end of primary school

CLIL: content and language integrated learning

DIS: Dutch International Schools

DIPS: Dutch International Primary Schools

DISS: Dutch International Secondary Schools

ECIS: European Council of International Schools

EIO: European and International Orientation programme at secondary level

HAVO: Dutch senior general secondary education

IB: International Baccalaureate (an organisation, set up in 1968, offering educational programmes and certificates with the aim of creating a better world through education)

IB DP: International Baccalaureate Diploma Programme

IB LP: International Baccalaureate Learner Profile (a set of ten attributes, such as open-mindedness and risk-taking, valued by IB schools)

IB MYP: International Baccalaureate Middle Years' Programme

IMYC: International Middle Years' Curriculum

IPC: International Primary Curriculum

ITC: International Teachers Certificate

MAVO: Dutch pre-vocational secondary education

MBO: Dutch vocational tertiary education

PISA: Program for International Student Assessment

TNC: transnational company

TTO: internationalising, bilingual (mostly Dutch/English) programme at secondary level

VMBO: Dutch pre-vocational secondary education

VWO: Dutch pre-university education

## **Chapter 1: Introduction**

### **Challenges from within: a Dutch paradox under pressure**

Educational systems are more or less stratified, with varying numbers and timings of selection procedures, and more or less standardised, providing varying degrees of equal educational standards nationwide (Allmendinger, 1989: 233). The Dutch primary and secondary school system is both highly stratified and standardised. After eight years of schooling, Dutch primary school students transfer at the age of twelve to the different tracks of secondary schooling, classified as pre-vocational (VMBO), senior general secondary (HAVO) and pre-university (VWO) education. Many secondary school students spend one or two years in a transition class (Brugklas), in which different tracks are combined before they begin a single track. Where they go after primary school is based on a standardised test (e.g. CITO) score and the advice of the teacher. Since 2015, a standardised test is compulsory for all twelve year old students at the end of primary school (TK, 2012). At the end of each secondary school year, a student either repeats the year, moves on a year or enrolls in another track. All Dutch students need to spend enough years in the school system to obtain a basic qualification (Kwalificatieplicht), which is either a VMBO, HAVO, VWO or MBO - vocational tertiary education- level 2 diploma.

The educational standards (or Kerndoelen) to which the national primary and secondary school programmes and tracks need to answer have been prescribed (with increasing detail, see Los, 2012: 205) since 1993 and are reviewed and updated periodically. Yet, by constitution (since the Education Pact of 1917, sectio 23, paragraph 7) there is considerable freedom of individuals to establish so-called special schools (Bijzondere Scholen), as they



have the same funding rights as the regular state sponsored schools (Openbare Scholen), provided that these special schools answer to the nationally determined educational standards. So the Dutch school system is, quite uniquely in the Western world (Hettema and Lenssen, 2007: 15), characterised by a paradox of tightly prescribed national standards and selection procedures on the one hand and an approximately century-old tradition of subsidiarity (i.e. decentralising responsibility as much as possible) on the other. The Education Pact of 1917, drafted after the so-called school struggle (Schoolstrijd), was a compromise between orthodox Protestant, Roman-Catholic, social-democratic and liberal parties. The special schools (e.g. with a religious denomination) would be sponsored by the state in exchange for universal suffrage. Interestingly, today there are many more special schools than regular schools in the Netherlands: in 1910 62% of the total amount of primary schools in the Netherlands was a regular primary school compared to 33% in the year 2000 (Los, 2012: 71).

This Dutch paradox of a tradition of subsidiarity and (special) school choice on the one hand and current, tightly prescribed national standards and selection procedures on the other, is under pressure. The balance between the two parts of the paradox is being challenged by the widespread use of measurement of educational outcomes within the Netherlands and across different countries to compare the performance of Dutch schools. Top-down standardisation and selection policies narrowed the Dutch government's vision on what good education should be for, impoverished the school's room for manoeuvring to be 'special' and it furthered streaming, thereby accentuating and worsening the lack of access opportunities of the most vulnerable students in an already stratified school system. The Dutch Education Council, advising the Dutch government on education policy, put it like this in their most recent four-year 'state of the Union' regarding Dutch education: 'Recently, the

primary focus was on measurable goals, in particular aimed at raising performance in language and mathematics. In policy much less attention was paid to the broader palette of subjects, “Bildung” and vocational education. Secondly, performance-enhancing measures have left schools with insufficient space to put their own emphasis in their curriculum or to innovate. Finally, the self-esteem of pupils who do not perform well in academic skills is under pressure. The early selection for either prevocational secondary education (VMBO), or different levels of general secondary education (HAVO/VWO) already accentuated cognitive differences between pupils of different social backgrounds. The growth of homogenous classes may yet increase social differences as well’ (Onderwijsraad, 2013).

### **Challenges from the outside: non-Western migration, shrunken and stretched notions**

Since 1969 home schooling is no longer permitted and all Dutch children have to go to an authorised school of their choice, special, regular or private, from the age of five. The Dutch government has been sticking to its paradoxical tradition of stratification, standardisation and subsidiarity in an attempt to control the quality and content of schooling as well as to foster individual social-emotional skills and social cohesion (Los, 2012: 113, 205). As stated above, in 1917 a tension was resolved between central and particularist powers in the Dutch society. A similar tension flared up again during the economic downturn of the mid-1980s. It had become clear to policymakers that non-Western migrants who had arrived from the former Dutch colonies of the Antilles, Surinam (in the 1960s and 1970s) and from Turkey and Morocco (in the late-1950s, 1960s and 1970s) were here to stay (Rijkschroeff et al., 2005: 421-22). At the government level, uncertainty grew about the basis of the national curriculum and also at the particular level uncertainty grew, yet with regards to the validity

of a state monopoly in education. Over the past 30 years (Glastra and Schedler, 2004: 46-47) questions have been raised for example, regarding the teaching of new foreign languages (e.g. Arabic), the (relative) importance of the Dutch language, Dutch citizenship and the founding of new religious schools (as special schools). At the start of 2013 the number of Western compared to non-Western migrants (including refugees) living in the Netherlands was about the same and totalled about 1,7 million people (about ten percent of the Dutch population, CBS, 2013). Braster and del Mar del Pozo Andrés (2001: 106) note:

‘It is interesting to see that in the beginning of the twentieth century the idea of segregated forms of education was considered to have positive functions for both ethnic minorities and dominant indigenous groups. In the present climate such initiatives are no longer well received. National authorities, for instance, do not favour concentration schools. The recent founding of Hindu or Islamic schools in the Netherlands is also not considered to be a positive development by many; however, given the right to freedom of education, which is an important part of the Dutch constitution, such a development can hardly be criticised. Besides, Catholics and Protestants have successfully used the right to found their own schools so why not minorities of other religions? Catholics and Protestants self-exclusion contributed to their emancipation and social inclusion later on. The question is whether this type of educational segregation will also precede societal integration for Muslim and Hindu immigrants. It is not a foregone conclusion that they will succeed. Their mother tongue is not Dutch, and their cultures and religions differ much more from than those of the major Christian sects that form the body of the culture into which they must assimilate if their integration is to be judged a success.’

The VMBO schools, where approximately two-thirds of all students go to after primary school, many of whom are children from non-Western migrants, developed since their inception in 1999 an image of unsafe and discouraging learning environments, even leading to 'VMBO-phobia' (Van Veen, 2008) amongst parents. In other words, while approximately one half of all the migrant students, children of Western migrants, often find their way to international schools or schools with internationally focused programmes, roughly the other half, the children of non-Western migrants, mostly go to VMBO schools. A study of educational inequality in the Netherlands and the European Union (Schlicht et al., 2010: 51/52) postulates that a policy, practice and research focus on the learning process and outcomes decreases educational segregation: 'From a neo-liberal perspective, the private school effect [proportion of privately and state funded schools' attendance] in the Western EU countries provokes discussion of whether private schools are able to stimulate positive competition among all schools, in turn helping to elevate the overall educational standards in a country. Moreover, (...) in the Western EU member states private schools are often constrained by legal obligations prohibiting social segregation (...).'

From my perspective, the paradigm of the above-mentioned research is an example of a current 'shrunk notion' and focus on measurement of learning outcomes (and qualifications), which is an international trend going back to the school effectiveness and improvement movement from the early 1980s (Townsend, 2007). Nationally, the Dutch Ministry of Education is still echoing this notion in current policy documents for better results and more data driven, evidence-based 'ambitious education' (Dutch Ministry of Education 2011a and 2011b). With an emphasis on 'competition', 'standards' and a lack of specification of what students should learn and why, this development is primarily promoting the idea that learning outcomes can and should be measured. It can be argued

that it represents a 'shrunk' notion of education, as it actually represents a narrow, individualised and rather technical concept of learning as an 'empty' process (Biesta, 2010: 18). Without direction regarding the normative question of what good education is for, and beyond a particular 'common sense' view serving the interests of particular groups much better than the interests of other groups, this trend is challenging the basis of the national curriculum, the legitimacy of schools and also the validity of a state monopoly in education.

Further trends challenging the Dutch school system are globalisation and technological developments. Our notions of national culture and society are being stretched while 'Globalization –the closer integration of the countries of the world- has resulted in the need for more collective action, for people and countries to act together to solve their common problems' (Stiglitz, 2006:21). The role of curriculum reproduction has changed in a broken down relationship between the national context, culture and educational programmes. Globalisation and the increased interdependence and connectedness of different parts of the world are creating new concepts of what it means to be educated and prepared for a different world. Also our notions of learning in particular geographic locations are being stretched by information and computer technology, provoking discussion of whether all schools should become '(...) "virtual" international schools, where virtual teaching is provided to groups of students scattered around the globe, interacting not only with their virtual teacher(s) but also with other students through online fora that stimulate discussion and debate.' (Hayden and Thompson, 2013: 14). Both trends are also challenging the basis of the national curriculum, the legitimacy of schools and the validity of a state monopoly in education.

## **Internationalising Dutch education**

In 2014 the Dutch state-funded International Schools (or DIS) celebrated 30 years of International Baccalaureate (or IB) in the Netherlands. The IB is an organisation, set up in 1968, offering educational programmes and certificates with the aim of creating a better world through education (IB, 2016). In 1979 '(...) the Dutch Minister of Education, Van Kemenade, looking for ways to attract foreign multinational companies through the provision of appropriate schools for the children of their employees, hosted the first European Ministerial Conference on the IB in The Hague. In 1982 this event inspired three Dutch secondary school leaders to set up the first three international secondary departments in their schools in Eindhoven, Hilversum and Oegstgeest. (...) The Dutch international primary schools followed suit in 1984. (...) The extra funding costs of the DIS needed to be contained. The DIS had to be aimed at expatriates. Opening up the DIS for all Dutch students was financially not feasible. In the course of the 1980s, "in the slipstream" of the development of the DIS, it became clear that many Dutch, often professional middle class parents, whose children did not meet the DIS entrance requirements, were also interested in international education. In 1989, in Hilversum, this trend marked the birth of internationalised, government sponsored, predominantly Dutch-English, bilingual education (TTO or TweeTalig Onderwijs). TTO went on to be developed at the DIS locations initially, but rapidly spread to many regular Dutch schools after the mid-1990s, making it one of the most well-developed in Europe' (Prickarts, 2009: 229).

In 2003 I had the opportunity to set up a new DIS. A growing number of expatriate children attended the Berlage Lyceum in Amsterdam and its principal wanted to provide them with international programmes in English. She successfully applied for a licence to start a DIS and

recruited me as the headmaster. I had been working at a DIS in The Hague, and had experience with the DIS model. I thought about what would make this new Amsterdam school an 'international' school without being an elitist hub for expatriates. I decided that it would have to provide 'good education' and that it would need teachers who can make regular and joint use of the Dutch context and culture in structuring their students' experiences. I intended that education in and with the host country's community (e.g. involving project work in a centre for the homeless, Fair Trade research in shops, community sport programmes, art exhibitions in a city park) would benefit both the expatriate students and the local Dutch environment. The school became a Dutch 'international community school' and was initially regarded, despite my best intentions, as 'different' and 'elitist' by several colleagues of other Dutch schools and by the general public. Many Dutch educators and journalists who visited the school did not understand what should be special about international education and why Dutch tax payers would have to support a school which only expatriates can attend.

Today, there seems to be some sort of agreement about the desirability of international education as an increasing number of schools in the Netherlands are 'internationalising' their education. Dutch tax payers are now also sponsoring schools with programmes previously aimed at expatriate students exclusively, as local Dutch pre-university students are allowed to take part in an international programme called the IB DP (International Baccalaureate Diploma Programme). They can do this in a foreign language (usually English) instead of following the Dutch pre-university programme. In the Netherlands, internationalised education has a solid foundation; it is referred to as the offering of (partially) non-Dutch medium programmes with an international dimension to the students' experience, and it can count on considerable interest from schools (Oonk, 2011: 105). The

Dutch government has been trying for over thirty years to keep the balance between playing along with (global) knowledge economy and market forces and guarding the equality of opportunity for all students to access good schools. It can be argued that internationalisation of education policies creates more equitable access opportunities for Dutch middle-class children, leaving less advantaged groups to benefit from the opportunities that may come with increased access to government sponsored internationalised education (Prickarts, 2009: 240).

Currently however, it seems that in Dutch education the paradoxical image of the Netherlands as a country of *koopmannen en dominees* (entrepreneurs and preachers, Ghosh, 2004: 375) tilts more towards the markets of the entrepreneurs than the ideology of the preachers. Internationalised education has never been more 'in business'. At the Dutch secondary school's level, there has been an increase from five schools offering a special internationalised programme in 1993, to 99 such schools in 2007 (Weenink, 2008: 1090). At Dutch primary and secondary school levels, adding up all incidental government sponsored internationalising activities and special internationalised programmes, there has been an increase from 800 regular Dutch internationalising primary and secondary schools (just over 6% of all Dutch government sponsored schools) in 2008, to well over a 1000 such schools in 2012 (nearly 10% of the total, Europees Platform: 22). As Hayden (2012: 18 and 21) put it: '(...) the question of why an international programme might prove popular to national schools cannot be divorced from issues of structure and (...) indeed [what] is meant by fundamental concepts such as society'.

As a Dutch international school-based researcher, I am intrigued by these developments and would like to find out how and why international(-ising) schools and international education



have been growing so significantly in numbers and popularity. To what extent is this due to dissatisfaction with aspects of what is available within the national context? Are national and international schools becoming similar because certain pressures (e.g. parental, technological, social-economic) make national programmes seem lacking and in need of an international supplementary or even alternative programme? Are these pressures making international programmes look more attractive because of their espoused values and pedagogy or because they prepare students better for a certain preconceived future? Or a mix of both?

The reason I would like to research these questions is that in an age of globalisation and measurement of educational outcomes, as manifested in international comparative studies such as PISA (Program for International Student Assessment), links between education and national contexts and between good education and purpose (i.e. what education should be for) are being challenged. The issue is that 'education' could become an 'empty' term and regresses into 'learning' without a specification of what and for what purpose should be learned beyond a particular 'common sense' view serving the interests of particular groups much better than the interests of other groups (Biesta, 2010: 15-19). This 'emptiness' of educational programmes with an international rather than national focus would indeed be the case when they are becoming more attractive against the backdrop of learning without a relationship to someone (e.g. a teacher) or something (e.g. a national context) and without more purpose than performativity and accessing particular positions in society. When in 1988 a research student wondered, after researching 23 European international schools, whether national systems could draw upon the experiences of international schools (Matthews, 1988: 84), he signalled a blurring distinction between market-driven and ideology-driven schools. The market-driven schools in his research displayed a 'passive

internationalism' and the ideology-driven schools an 'active internationalism' (1988: 80). He might have called the market-driven, passively international schools 'empty', i.e. without a relationship to someone or something beyond what individual students do, and without engaging in discussions about aims and ends of education beyond students' learning outcomes. Echoing the same signal, and more recently, a shift was observed from 'Type A' 'traditional' (for globally mobile expatriate families) and 'Type B' 'ideological' international schools (for global peace and understanding), towards the emergence of 'Type C' 'non-traditional' international schools, for an aspirational middle class (Hayden and Thompson, 2013: 4-8). This departure in international education from the search for appropriate schooling, principally on an ideological basis, towards the search for a competitive edge, is also reflected in a changing nexus of operation of the IB; from 'a distinct Northern-European and UN/diplomatic [one], (...) to a distinct Asian and commercial' one (Bunnell, 2014: 12).

### **The *Esprit International* policy**

The Esprit School Group is a consortium of eleven schools in the Amsterdam region in the Netherlands. Until 2004, it was a secondary school group only (with the Marcanti College, Cartesius, the Berlage Lyceum and Mundus, then called Nova, see Appendix A). It was largely the result of a perceived need in the 1980s to work together as a group in times of economic downturn. In 2004 its first Dutch International Primary School (DIPS) joined because, a year earlier, the Amsterdam International Community School (AICS) had started as a new Dutch International Secondary School (DISS) in Esprit and obtained a licence to start a DIPS too. A DIPS and a DISS are state sponsored schools in the Netherlands for internationally mobile students. Only students with a non-Dutch passport or those who have

been or soon will be abroad, can attend. After the AICS (primary and secondary) school joined Esprit, more (primary) schools followed, making the Esprit School Group a very mixed school grouping (see also Appendix A).

In 2011, the Esprit School Group adopted a policy called *Esprit International*. It aims to internationalise all its eleven schools, drawing upon the experience of one of its schools, the AICS. The total of the aims of *Esprit International* is a mix between market and ideological considerations (Prickarts, 2012: 20). As an integral part of that policy, the Esprit School Group has set up a new international school for migrant students, called Denise (DE Nieuwe Internationale School Esprit-The New International School of Esprit). Its students have so far been following Dutch language immersion programmes before joining national programmes at two Esprit regular VMBO schools.

The Esprit board manager drafted the *Esprit International* policy document (Esprit School Group Archives, 2011b) after the adoption of an overarching Esprit policy document called the Esprit Education Manifesto (Esprit School Group Archives, 2008), itself a product of a reorientation after she took office in 2006. She produced the Manifesto together with the school leaders of the eleven schools. The aim was to ‘inspire’ the schools, to ‘distinguish’ Esprit from other school groups in Amsterdam, to ‘create development opportunities for individual students and staff’ and to formulate a ‘framework for good governance’ (Esprit School Group Archives, 2008: 3). It was adopted because, according to the new board manager, the Esprit School Group needed a mission.

The Manifesto consists of five ways to inspire and develop Esprit students and employees; to prepare its students to take full part in society as responsible citizens, and to distinguish (and market) education ‘the Esprit way’, developing talent (i); world citizenship (ii); entrepreneurs

(iii); professionals (iv) and high achievers (v) (ibid: 5-9). The *Esprit International* policy mainly espouses the promotion of an active form of world citizenship combined with a responsible entrepreneurial attitude with the motto 'Think global, act local'. Using this borrowed motto (Ulrich, 1997), it can therefore be seen as an 'internationalising follow-up' of the Manifesto (Esprit School Group Archives, 2011b: 3-5).

The *Esprit International* policy was drafted and revised (Esprit School Group Archives, 2013a) with the input of Esprit senior school leaders, official Esprit community representatives and Amsterdam Economics and Education Department bureaucrats. The Esprit board manager qualified three schools particularly as 'strong in the Amsterdam international education arena', and aims to strengthen and extend their education services initially. She wants to do this in order to meet the 'increasing needs of all those students and parents interested in quality international education; expats, migrants and "Amsterdammers" alike' (Esprit School Group Archives, 2011a). In other words, although expat students have a well-defined status (see DIPS and DISS above) and migrant students/'Amsterdammers' might technically qualify as expat students, they can't access Dutch International Schools (DIS) –often for financial reasons.

The three Esprit schools mentioned by the Esprit board manager, together cater for the educational needs of well over two thousand 'dedicated, international' and 'pragmatic, internationalising' students (Weenink, 2008: 1102-3, Prickarts, 2009: 236) in Amsterdam. These three schools are the AICS, a primary and secondary DIS (Dutch, state-funded, International School) offering English medium international programmes; the Berlage Lyceum, a secondary school with a bilingual, internationalising programme and the

Europaschool, a primary school with a Dutch medium international programme, offering extra languages. The *Esprit International* ambition was formulated as follows:

‘The Berlage Lyceum, the Europaschool and the AICS are facilitating students’ possibilities to take part in international and internationalising programmes within the Esprit School Group. The cross-school programming of the International Primary Curriculum (IPC) at the Europaschool (in Dutch) and the AICS (in English) makes transitions between the schools easier. The Europaschool also offers foreign language programmes which ease possible transition to the internationalising, bilingual (Dutch/English) TTO programme at the Berlage Lyceum. Berlage students with a good command of the English language, who completed their higher secondary education (HAVO 5), or those who finished their fourth year of pre-university education (VWO 4) successfully, can study the International Baccalaureate Diploma Programme (IB DP) at the AICS. For these students Dutch will be taught at the highest [Language A1] level. Students with a good command of the Dutch language, returning from abroad can, possibly after a transition period at the AICS, study the internationalising, bilingual (Dutch/English) TTO programme at the Berlage Lyceum.’ (AICS School Guide 2011-2012: 8) *Esprit International* has the ambition to ‘increase student choice’ (Esprit School Group Archives 2011b: 6-7). It particularly aims, in this respect, to increase access to and the distribution of international education opportunities in the interest of all Amsterdam children, and especially those from less privileged backgrounds. Additionally, rather immediate concerns of the AICS (in need of a permanent location), Berlage Lyceum and Europaschool (both in need of sufficient building capacity) prompted the Esprit board manager to formulate her ambitions regarding these three schools in particular (Esprit School Group Archives, 2011b: 3). As the policy is aimed at increasing the variety of Esprit education services, it also formulated ambitions regarding the level of student competence

and professionalism of its staff. 'International' is seen as 'being able and prepared to value and handle differences and diversity' on a global scale. Competences to achieve this end, such as 'multiculturalism' and multilingualism, will need to be defined and developed (Esprit School Group Archives, 2011b: 6 and 11). The policy also stipulates the importance of the International Baccalaureate Learner Profile (IB LP) for students. The IB LP is a set of ten attributes, such as open-mindedness and risk-taking, valued by IB schools. With regards to professional development opportunities and requirements for staff, it stresses the importance of standards of the International Teachers Certificate (ITC) of the European Council of International Schools (ECIS).

Apart from the Esprit School Group itself, also the Amsterdam municipality takes an active interest in shaping the Esprit policy. According to the Esprit board manager the municipality wishes to 'strengthen and extend its supply of international education services in order to maintain and attract transnational companies (TNCs) by offering good international education to the children of their staff' (Esprit School Group Archives, 2011a). Furthermore, the Amsterdam municipality wishes the Esprit School Group to contribute to an improvement of the Amsterdam education and youth policy at large (Esprit School Group Archives 2011b: 11). The Esprit policy is expected to help to meet certain trends and challenges in the Amsterdam secondary education arena. Most importantly, it is expected to help reverse a process of segregation and stratification by providing attractive (international) schooling alternatives to children of all backgrounds and abilities in different parts of the city. There is a trend in Amsterdam towards (i) a disproportional supply of schooling facilities in the more affluent (centre/south) part of the city; (ii) an increasing number of Amsterdam pre-university (VWO) students and a decreasing number of Amsterdam vocational (VMBO) students; and (iii) an increase of viable streamed pre-university education (VWO) schools

and a decrease of viable combined vocational to pre-university education (VMBO-HAVO-VWO) schools in Amsterdam (Esprit School Group Archives, 2009: 3-7).

By internationalising all its eleven schools across Amsterdam, led by its three most internationalised schools in the south part, Esprit aims at reversing this process of segregation and stratification. Because in the future all eleven Esprit schools –inside and outside of the more affluent centre/south part of the city- would be accessible, attractive, high-quality international schools, they would not only be populated by what can be called the ‘transnational ruling class’ (Lauder, 2006: 446). As a result, ‘Esprit International’ is designed to increase the access to and distribution of ‘portable forms of education’ from middle to working class symbolic analysts (Reich, 2006; 313). This should avoid partial (middle class) detachment from the Dutch national education system and thus to protect a certain level of social cohesion within the Amsterdam society. With the Esprit International policy, Esprit also hopes to offer an attractive alternative for the streamed pre-university (VWO) schools (Esprit School Group Archives, 2011b: 4). The new internationalised schools should increase the mobility opportunities of students with less advantaged backgrounds, especially between vocational (VMBO), senior (HAVO) and pre-university (VWO) secondary education departments (Esprit School Group Archives, 2009: 7 and 2011b:7). So, a successful *Esprit International* should improve international schooling and career opportunities for more Amsterdam students, offer professional development opportunities for Esprit employees, preserve Amsterdam as a socially cohesive society and make it into an even more attractive place for TNCs to settle and send their workers’ families to.

In the Appendix (A), after interviewing all Esprit school directors I have addressed questions like: what drives schools like the ones in the Esprit School Group to internationalise their

education? What activities are the school directors initiating, what do they think they need and what barriers do they see? Generally it seems, based on interviews with the school directors (Esprit School Group Archives, 2013b), that the schools can be regarded as a loose, 'confederate' internationalising patchwork, rather than a close-knit, 'federal' melting pot within the Esprit consortium.

### **Outline of the study**

I would like to find out whether, in the case of the Esprit School Group, the internationalisation of education process means that differences are being eroded between the international school, selectively catering for children of internationally mobile families, and the other schools, catering for all children in the Netherlands. Therefore I need to research how and why internationalisation of education is being adopted by Esprit students, teachers, parents and policy-makers. The structure of the Dutch primary and secondary school system is both highly standardised and stratified. There is a paradox of tightly prescribed national standards and selection procedures on the one hand and an approximately century-old tradition of subsidiarity on the other. The programmes of the Dutch primary and secondary school system are being challenged from within the Dutch society and from outside of the Dutch context. From within, social cohesion and educational equality are at stake, as children of non-Western immigrants often find their way to unpopular pre-vocational VMBO schools and children of Western migrants mostly go to international schools or schools with internationally focused programmes. From the outside, globalisation (e.g. stretched notions of national culture and society), technological developments (e.g. stretched notions of learning in particular geographic locations) and a



focus on measurement of educational outcomes (e.g. shrunken notion of education), challenge the basis of the national curriculum, the legitimacy of schools and also the validity of a state monopoly in education. At the Esprit School Group level, there is agreement about the need to provide what is regarded as 'good international schooling' and career opportunities for more Amsterdam students, to offer professional development opportunities for Esprit employees, to preserve Amsterdam as a socially cohesive society and to make it into an even more attractive place for TNCs to settle and send their workers' families to. The schools differ in their interpretations of internationalisation of education and the degree to which it should influence their school's mission and vision.

In chapter two I consider what research has so far told us about the internationalisation of education and of institutions in and outside of the Netherlands. In chapter three I describe and explain the research design of this study. In chapters four and five I present my research data of the individual schools and of the schools collectively. In chapter six I analyse and draw conclusions from all research data, informing further research and Esprit and Dutch education policy and practice. My motivation is to expand and grow the body of knowledge about international and internationalising education in an age when, and in a country where links between education and national contexts and between good education and purpose are being challenged.

## Chapter 2: Literature review

At best an amorphous concept (Chan and Dimmock, 2008: 189), an incomplete identity (Hayden and Thompson, 1995: 327) or, at worst, tokenistic, stereotypical (Grimshaw, 2011: 705-6) and even divisive (Dronkers, 2013), the issue of being and becoming an 'international' school is a controversial one. Problem contexts, such as those surrounding international schools as 'floating signifiers', can be worked up to construct a story of the past, present and the future (Seddon, 1994: 6). Three discourses framing this issue are a humanist (stressing the importance of an authoritative body of knowledge), a reconstructionist (stressing the importance of a certain society for the future) and a progressivist discourse (stressing the importance of the individual child's learning). It is important to realise that these discourses help to frame one's thinking and that they are not mutually exclusive. On the contrary, they supplement one another (e.g. thinking about a peaceful society for the future can be framed as studying from the humanistic notion of learning about one's own culture, about other cultures and about ways to handle potential conflict). And it is also important to realise that attempts to separate the discourse from the concept can lead to long lists of various characteristics and categorisations of international schools or of international students. International schools feature in such lists as places which offer international credentials, more languages of instruction, displaced national or 'hybrid' curriculums, multinational staff or a curriculum for the 'internationally minded'. International students could be students who are non-host country citizens, who have several nationalities, who have living experiences in an international setting, who are children of European Union (EU) officials, of transnational company (TNC) workers, or students who need to become western-orientated, or 'internationally minded' (Canterford, 2009:13-16). Without a problem context, such lists

often end up with an author claiming to have found the golden nugget of international schooling; 'the' seven types of international schools (Sanderson, 1981) or the 'truly international' schools around the world (Poenisch, 1987).

With a problem context, such as the lack of understanding between different nations, cultures or ethnicities, an international school has a clear (e.g. reconstructionist) purpose: to solve problems of the world. Gellar (1981) proposes that any school has the potential to be an international school as long as it would aim to welcome children from many different backgrounds and adjust its curriculums with the purpose of the creation of a better world. His 'social imaginary' (Taylor, 2004) is one of a population who has learned how to 'build bridges' and transcend borders to overcome the world's most pressing problems. Some (Dronkers, 1993, 2013; Weenink, 2008; Brown and Lauder, 2006; Lowe, 1999, Cambridge, 2011) problematise the 'cosmopolitan condition' (Weenink, 2008: 1103) and regard international schools as particular places where aspiring middle class parents aim to secure the purpose of gaining access for their children to an international elite. International school students would in that case be students sharing a high degree of 'socio-spheres' (Albrow, 1997) or 'intensity of international living' (Stobart, 1989), giving them an advantage over students at 'regular' schools. Alternatively, others (Wing On Lee, 2012; Beare, 2001; OECD, 1996) problematise the lack of preparedness of schools for the knowledge economy and the globalised future in general. They anticipate an increased need for more international schools because '(...) every student will have to be encouraged to behave like a global citizen, for education has become part of a borderless world.' (Beare, 2001: 62).

This position is of concern to those who frame international schools within a problem context of a disappearing well-defined knowledge base in education: a 'one size fits all'

model of education, lacking contextual sensitivity (Samoff and Torres, 1999: 60; Stromquist, 2005: 11). Also Van der Werf (2005: 29) maintains that a well-defined knowledge base is crucial and that little has come of '(...) independent learning, greater emphasis on general skills, greater emphasis on production than on reproduction of knowledge (...)'. According to authors like her (Oonk, 2007; Tarrow, 1992; Young, 2008) schools exist with a clear (e.g. humanist) purpose of providing young people with the kind of knowledge and cultural legacy that a community deems essential and '(...) that is external to a child's experience in the classroom' (Furedi, 2009: 143-144). The 'International Baccalaureate (IB) model' would, for example, be '(...) less suitable for the European Union (EU) because it passes over European developments as well as national identity (...) and it would be making it, with a more developed affective than cognitive domain '(...) very appropriate for pupils of various nationalities who are living in a particular country for a limited period of time' (Oonk, 2007: 59).

The progressivist discourse, framing the issue of being and becoming an international school as a matter of an individual child's learning, problematises issues such as identity, citizenship, the learning process and access to quality education. Pearce, building on the work of Hannerz (1992), captured identity as a 'coherent set of values developed in "human minds", from a multiplicity of "public forms"' (Pearce, 2011: 155). Students could thus be perceived as producing (interpreting) and externalising (acting out) meaning through a 'successful' learning process, meeting so-called Significant Others (i.e. fellow students, teachers, parents). 'International students' could therefore be understood as students who are not necessarily operating away from their own national systems. The problem context at the heart of this discourse is the tension between the training towards individual, local identification (Banks, 2011: 249) and towards a development of 'citizens of the world'

(Nussbaum, 2002: 9 and Appiah, 2006: xviii). International schools could thus be a part of national school systems, as long as they are about the elimination of '(...) real borders - borders that will not be eliminated so easily- (...) ' because they 'have more to do with cultural differences *within* the plural society, and less and less to do with differences *between* countries' (De Jong and Teekens, 2003: 48). Dolby and Rahman positioned this approach somewhere between the international school research approach (including those schools aimed also at host country students), the researching the internationalisation of K-12 (school level) education approach (including global and multi-cultural education) and the (critical) globalisation and education studies approach (including quality education for both 'first- and second rate expats') (2008: 677). They used the word 'approach' to identify a certain core of scholarship producing a, more or less, coherent body of research. As international schools also operate separately from national school systems and have been framed as such within a progressivist approach, they can also be seen as institutions where particular student problems occur to do with mobility, bereavement (loss of friends) and distance. These problems can lead to (self-) reflection and what Pearce calls 'specific communal values' (2011: 170). The specificity of these values suggests a type of international student who adapts easily anywhere but lacks an identification with one culture (e.g. *Third Culture Kids*, or TCKs; Useem and Downie, 1976); one concept of home (e.g. *Global Nomads*; Kingston, 1993) or one language (e.g. *Trans-Language Learners*, Jonietz, 1991).

I would like to suggest that the concept of an 'international school' is closely related to how and why people in a school community work together. Especially the 'shopping lists' with various characteristics ranging from specific to more general universalities seem to overlook the importance of people's context-specific perception of an international school. In November 2011, the author asked the above mentioned Van der Werf at a seminar on

internationalisation in Dutch secondary education, to which universal values she was referring in her chapter on teaching and learning in Europe (Oonk, 2011: 227-244). She replied 'To the Universal Declaration of Human Rights in the Charter of the United Nations (UN), *of course*'. I proposed that it is very difficult in practice to operate on an abstract, general consensus or a given coincidence in perception of fundamental universal (i.e. contextually 'neutral') values. It has for example been demonstrated by those who oppose the introduction of the allegedly un-American IB curriculums in American schools (Quist, 2005), that the UN values underpinning the IB programmes are open to different interpretations and are therefore far from 'universal'. Even more recently, with regards to the issue of a universal morality, anthropologists and primatologists such as De Waal (2013) propose that there is no such thing possible, as they regard the interpretation and application of values to be strongly depending on how and why primates (and people) in a community work together. So De Waal and others (Ryan and Jethá, 2010; Opie, Atkinson, Dunbar and Shultz, 2013) argue for example, that the agricultural revolution (around 10.000 years ago) provided the context within which monogamy has evolved as a value of men wanting to pass on their possessions to their offspring. International school contexts would be no different as environments in which culturally determined, consensual values develop (Hodgkinson, 1979: 20-21). Values which should not necessarily be seen as absolute entities and rarely, if ever, operate autonomously.

If absolute characteristics of international schools would indeed not exist but, instead, they would be regarded as agents of their own relativistic traits and values, it would then follow that every school has the potential to be an international school (Gellar, 1981). In that case, one could argue that the term 'international school' is not useful as a signifier of a particular type of education and perhaps for a particular group of students. Yet, at the level of what is

desired (and good) in education, the concept of an international school could instead be regarded as a normative, agentic and institutional translation and sharing of certain ideals pertaining to education in general: what education should be *for* and what it should be *about*. Canterford's redefinition of international schools as places in relation to '(...) globalisation and market forces and, in particular, in relation to their credentials and forms of accreditation' (2009: 17) could be regarded as what any school should not be for and about. One could argue that any good school offers an education *for* the development of concepts and *about* the development of attitudes through a well-defined knowledge base. Meijer (2013: 106, 152), based on Arendt's concept of natality (1954, 2006) argues that any good school avoids a convergent, functional and 'dyadic' concept of anticipation (learner and curriculum to achieve goals) and focuses instead on a divergent, relational and 'tryadic' activity of translation of ideals into practice (teacher, learner and curriculum to develop dispositions).

Hill (2012) also stresses the importance of a strong pedagogic and rigorous content approach in international schools to instill the love of scholarship in students as well as to shape an attitude for intercultural understanding. An 'international' school, in terms of the place/location of the process of internationalisation, could then be best understood as a place where a student's disposition (competence and attitude) is humbly geared towards multicultural and multilingual ability and preparedness to handle and value differences and diversity, locally and globally. 'Humble' in the sense that the desired disposition of all those working in a school community, particularly students and teachers, is one of openness to new and unexpected truth (Meijer, 2013: 88-89). This 'humility' is not without high expectations. It actually requires deep understanding and scholarship in order to be able 'to know how much you don't know', to exercise an open and curious mind and to develop an

informed attitude of asking questions, rather than giving answers. Paul Mercier, in his novel *Night Train to Lisbon* (2006) beautifully described people with this disposition as people who cross (mental) borders easily and discover who and what else they could have been. If people working in international schools would be understood in this way, they are not places where people are who have crossed geographical borders necessarily and where students are trained to survive the imaginary performative global treadmill. Instead, they would be places where people are humble about the assumptions behind and the ingredients and direction of their teaching and learning. Bad schools, not humble schools, succumb to the *McDonaldisation* of education because they train students to a canon. The risk of ‘training’ (versus ‘schooling’, Cambridge, 2012; 237) students and of the convergent, functional and dyadic concept of education would be one of ‘ignoring the body and embodiment’ of learning (Hayden and Thompson, 2013: 17-18; Bunnell, 2008: 388). In that case the ‘interest laden nature of knowledge and the situatedness of knowledge production are not fully acknowledged, making it easier to disseminate and impose “one-size-fits-all” educational prescriptions’ (Siddhu and Dall’Alba, 2012: 415).

The interplay of factors on which the development of this disposition in ‘international’ schools is based, for example by having a transient lifestyle, by being in a culturally varied environment and/or through the formal ‘international’ curriculum (Hayden and Thompson, 1995: 339) is a further matter of discussion. This *process* of the internationalisation of schools and institutions will be discussed next.



## **The field of the interpretation and practice of the internationalisation of schools and institutions**

It seems to me that the same open-mindedness with which schools can go about the intimacy of –socio-economically contextualised- teaching of a student's disposition towards openness to new and unexpected truth, applies to researchers and practitioners in the field of the internationalisation of schools and institutions. Hence a divergent, relational and 'tryadic' take (on the teacher, learner and curriculum to develop dispositions) is proposed, in connection with its socio-economic reality, instead of a convergent, functional and 'dyadic' one (on the learner and curriculum only to achieve goals), to be sold as a commodity to the highest bidder. An example of the latter was recently published by the Dutch Social and Economic Council (SER, 2013), a main advisory body to the government, claiming that because of the 'open international education space' (2013: 9) in our time, and the need for 'international benefits, i.e. choice, competition, networks and productivity', schools and institutions should be developing 'international and cross cultural competences' (2013: 7-8). This 'quality international classroom' would consist of a balanced mix of nationalities, speaking some Dutch but mainly English, cooperating with each other and handling diversity well (2013: 35). In case this would mean that host country (Dutch) students would be pushed out of opportunities by expatriate students, it would still be a risk worth taking as in the long run an increase of opportunities is to be expected for everyone (2013: 14-15).

This expectation has been critiqued as unrealistic because predominantly social elites would be attracted by the introduction of international elements in curriculums (Weenink, 2009: 508). As the lower strata in Dutch society are tied to 'low quality schools',

internationalisation of schools and institutions 'from above' would further increase inequality of educational opportunity and endanger social cohesion (Dronkers, 2013). And yes, the common and pragmatic denominator of this 'global and flattening' (Friedman, 2006: 10) trend to internationalise education since World War I and II especially, seems to be the increased global mobility of professional workers. If, indeed, absolute characteristics of international schools would not exist but, instead, they would be regarded as agents of their own relativistic traits and values, it would then follow that these traits and values are historically relative too. In the 1920s, in a post-world war context, an elite of internationally mobile workers from transnational organisations and companies sent their children to the first international schools. They deemed an international education suitable for their transient children for predominantly pragmatic reasons such as a 'matching' (English) language of instruction and a university entry credential (Hayden, 2011: 214-15). After WW II, a continually growing number of internationally mobile professionals deemed an international education suitable for their transient children for the same pragmatic reasons (Hill, 2013: 3, Lowe, 1999: 325-6), yet certain educational and social forces for change were gaining momentum. In the 1960s, a historical period of democratisation, a progressive education of the 'whole person' was proposed. One could say that from the perspective of educational change, the proposed holistic concept of education was aimed at combining effective elements from various national education systems with the ideological aim of educating 'better' people (i.e. balanced, understanding) in a more peaceful world (Hill, 2001: 20). A generation later, in the 1980s, the growth of the concept of content and language integrated learning (CLIL) started. From the perspective of social change, this dual-focused approach of using an additional language for the learning and teaching of both content and

language was meant to extend the most effective elements in international education to children beyond the internationally mobile elite (Oonk, 2011: 6).

In the Netherlands, both concepts coincided with the economic crisis in the late 1970s and early 1980s, the growth of the International Baccalaureate (IB, formerly the International Baccalaureate Organisation [IBO, re-branded as the 'IB' in 2007]) and the development of the Dutch International Schools (DIS) since 1982 (see chapter one). The recession, reduction of the education budget, deregulation and more autonomy for schools at the beginning of the 1990s left (quality) regulation of TIO and the DIS to the schools themselves. Also in the early 1990s, within this widening concept of internationalisation of schools and influenced by initiatives of the European Union (EU) to develop a range of activities in the field of education together with the member states, a European and International Orientation (EIO) in Dutch education was proposed. This approach seeks an educational balance between '(...) a focus on Europe and the world on the one hand, and between knowledge and activities (skills) on the other.' (Oonk, 2011: 4) EIO, building on the CLIL concept, aims to combine a 'more traditional classroom approach within the subjects and the interdisciplinary learning areas on the one hand and the internationalisation programmes on the other.' (Oonk, 2004: 289) It has a strong social drive as it claims to facilitate less advantaged students by offering a more prescriptive and teacher-led curriculum, unlike the 'additional value' of the IB which, according to the main advisory body to the Dutch Minister of Education, mainly consists of the 'international development' of students and their 'access to higher education in other countries' (Onderwijsraad, 2006: 28). Unfortunately, as described above, the relatively higher costs of the IB create an elitist image for international education. The DIS themselves claim these costs are necessary as they cover the 'specific needs of the diverse expatriate students' such as specialist language education, small classes, hiring of international staff

and international curriculum and accreditation fees (IGO Archives, 2013: Letter to the Minister of Education).

### **Borders and boundaries**

Internationalisation programmes, EIO, IB or others, are just a number of ways to translate internationalisation of education policy into action. It is at the (higher) interpretative level that policy agents (students, administrators, board, parents and teachers) work in a particular way within a particular conceptual framework for the internationalisation of education. This framework, at the national or institutional level, can be interpreted dynamically and broadly as potentially shifting educational as well as social *boundaries*. This is contrasted with the more static and narrow interpretation, based on whether students are (expected to be) shifting geographical *borders*. It is proposed that internationalisation of education is viewed as a process of change affecting all aspects of education at the institutional and national level (Knight, 2013: 2-3). So it is not an ideology ('internationalism'), or a condition ('internationality') nor a competence ('global citizenship'). It is a process of change pertaining to the mission, vision and delivery of education. 'Good' examples of this view, which developed from the mid-1990s onwards, are all efforts to integrate 'good' rationales (or driving values and purposes) such as academic excellence or social justice (Lewis, 2007: 147) within an institution or wider context, mainly via a permeating ethos of cooperation (not competition), partnership (not commercialisation), mutual benefits (not self-interest) and capacity building (not status building) (Knight, 2013: 6). These examples show how 'inter-national' (cross-border) and 'inter-cultural' (at home) dimensions of internationalisation of education can be considered as a means to an end.

This is contrasted with the view, dominant in the late 1980s, of internationalisation as a set of 'stand-alone' activities (Knight, 2004: 9-13). 'Stand-alone' in this context means without a systematic (Davies, 1995: 15-17) embedding of internationalisation of education in a reflective process aimed at determining its primary function and tasks (mission), its role and objectives for society (vision) and its approach (delivery): transformative and 'synergistic' internationalisation as opposed to 'symbolic' internationalisation (Yemini, 2012: 157).

Examples of symbolic internationalisation are ad-hoc foreign language programmes, student and teacher exchanges and international projects. When the 'globalist' dimension of the internationalisation of education becomes an end in itself, it becomes a 'branding' exercise to attract customers and increase market share (Knight, 2004: 18). The internationalisation of education perceived in such a way, makes it possible to view parents and their children as customers in what is largely a capitalist market. In the summer of 2013 for example, the Dutch Deputy Minister of Education, Dekker, explained in a letter to Parliament his action plan to 'internationalise' (up to 50% of all lessons in English) Dutch primary education as an answer to parents who '(...) want a strong international orientation for their children.' (TK, 2013: 5). This echoes Marginson's (2006: 894) expectation that international education markets will have become fully capitalist when '(...) the producer has no intrinsic interest in educational or social effects as such, only loyalty to the economic bottom line. The expansion of the production of individualised commodities and the accumulation of capital become ends in themselves'.

## Structure and agency

‘Humble’ internationalisation of schools and institutions is not about an anticipated, narrow and superficial branding of education for a particular future of a particular group of students. It is about an open-minded, broader and integrated translation and sharing of certain ideals in schools and institutions pertaining to what is desired for in education in general: what education should be *for* and what it should be *about*, regardless of what the future has in mind for the students and the world. Schools which internationalise their education in this way operate as a homogeneous and centripetal (i.e. unifying) counterweight against the compartmentalised, presumptuous, differentiating and centrifugal (i.e. dividing) pressures in society (Meijer, 2013: 127-8): they humbly go about their complex function of catching learning experiences and framing instead of ‘essentialising’ (Bernstein, 1975: 101) them towards an ‘introjective’ (academic) identity instead of a ‘projective’ market requirement brought about by internationalisation and europeanisation pressures (Cambridge, 2012: 239-40). At an institutional level, ‘humble’ but ‘tenacious’ internationalisation of education can be compared (Thompson, 1998: 286) to building a ‘brick wall’ (i.e. the whole-institutional translation and sharing of ideals), which is being built with ‘bricks’ (i.e. within-subject learning) and ‘mortar’ (i.e. interstitial learning, including between-subject learning and pastoral care). Internationalising education can be ‘sustainable’ or ‘existential’ when it is about ‘disappearing borders, at a personal level first and foremost. (...) [how policy agents] co-create and sustain internationalisation in their ongoing day-to-day interactions, practices and meaning making’ (Al-Youssef, 2009: 132-33).

When a school community or institution internationalises its education, it would help to avoid a convergent, functional and ‘dyadic’ take on education (with the teacher largely

taken out of equation, see above) and to avoid focusing on structure, policy and results, instead of agency, action and the (reflective) process. Bleiklie (2000) and Sanderson (2004, both cited by Al-Youssef, 2009: 33-35) respectively warn against a structuralist -instead of an 'agentic'- view, focusing on forces beyond the individual, and internationalisation 'from above', ignoring changing the Self first in order to engage with the Other. Researchers like Vidovich (2004: 454-58), Clifford (2009: 141) and Agnew (2012: 485-7) support this by underlining the growing importance of, respectively, 'teacher power', 'resistance (...) from the hard pure disciplines' and 'institutional culture'. The internationalisation process is predominantly one of agentic expression and mediation, also on the part of parents who seek an international orientation for their children. Weenink (2008: 1102, 2012: 39) suggests that '(...) we regard cosmopolitanism as an expression of agency, which is acted out when people are forced to cope with the cosmopolitan condition when it enters their personal lives.' His research indicates that Dutch parents' agentic, upward social mobility ambitions for their children are more important than structural, social reproduction strategies, to do with their (upper) middle class position.

However, structural variables from outside of the institution, such as socio-economic and political conditions, also affect the activities of the different stakeholders of an internationalisation process. At Dutch government level, as we have seen above, there seems to be a decreasing amount of certainty about the basis of the curriculum and therefore about the legitimacy of schools, as it is introducing international elements in curriculums and largely leaves (quality) regulation of TTO and the DIS to the schools themselves.

I can conclude that links between education and national contexts and between good education and purpose are being challenged: education seems to be running the risk of becoming an 'empty' term in case programmes with an international rather than national focus are becoming more attractive against the backdrop of learning without a relationship to someone or something and without more purpose than performativity and accessing particular positions in society. A study of an internationalisation of education process could give more insight in schools and policy agents coping with these trends. In the next chapter I describe and explain the research design of this study.



## **Chapter 3: Research design**

### **Context**

In the introduction I explained that the Esprit School Group in Amsterdam adopted a policy called *Esprit International* with the aim to internationalise all its eleven schools. Within the Esprit School Group's leadership there is a pertinent context-specific understanding of the *Esprit International* policy (see Appendix A). However, there seems to be consensus regarding a 'humble' approach towards the schools' vision to educate their student's disposition (competence and attitude) towards multicultural and multilingual ability and preparedness to handle and value differences and diversity, locally and globally. 'Humble' in the sense that the desired disposition is one of openness to new and unexpected truth. The internationalisation of education within the Esprit schools is not seen as a self-fulfilling and 'stand-alone' ideology, condition or competence, but it is viewed as a concept of a purposeful and integrated process of change within the broader framework of the mission of their respective organisations.

### **Research aim and questions**

This case study seeks to identify factors that determine how and why an international dimension to education is adopted in different locations and settings but within a larger, main unit of analysis. The overall research question is: Does, in the case of the Esprit School Group, the internationalisation of education process mean that differences are being eroded between the international school, selectively catering for children of internationally mobile

families, and the other schools, catering for all children in the Netherlands? The following sub questions, posed with respect to each selected Esprit school, were formulated to help answering the overall research question and guide the data collection:

-*How* is an international dimension to education adopted? Are the schools resembling one another, converging towards an internationalising ‘master-viewpoint’ (Walford, 2002: 416), due to pressures within and outside of the Dutch national context? Or do they remain largely specific to their own local context?

-*Why* is an international dimension to education adopted? Is the *Esprit International* policy and its implementation driven by dissatisfaction with some aspects of national education programmes and a desire to create an *alternative* for what is available within the national context? Or is the policy and its implementation representing a desire to merely *supplement* the national curriculum and the students’ experience with an international dimension? Do the schools internationalise their education for *ideological* as well as *pragmatic* reasons?

I intend to find answers to these questions as they could be useful to make significant theoretical generalisations regarding theory, policy and practice of the growing number and changing nature of schools adopting an international focus to their education, within the Esprit School Group, and within consortiums of schools more generally.

### **Underlying assumptions and theoretical approach**

In the literature review I concluded that the internationalisation process at the institutional level is one of agentic expression and mediation, yet is also affected by structural variables from between and outside of the institutions. To this date, little systematic research into

factors determining the growth of schools adopting an international dimension to their students' experience has been undertaken. Finding out how and why internationalisation of education is adopted in (a growing number of) primary and secondary schools is therefore a newly emerging research area. The strategy in this study seeks to obtain data from policy agents and schools as institutions. The policy agents (students, teachers, parents and policy-makers) can be expected to perceive different needs arising from challenges within and outside of the national context and to respond differently to them. The schools, as institutions, can also be expected to perceive different needs arising from these challenges and to respond differently to them.

This research makes use of critical social theory, a lens of inquiry which posits an ontological assumption that *relations* (and relations within relations) are the core focus of a researcher (Bhaskar, 1978: 6-7; Bagnall, 1997: 142; Archer, 2010: 273-4). 'Relations such as between state and individual, public resources and private resources, employer and employee, teacher and student or husband and wife are *real*. (...) The essence of science would therefore be the "(...) move at any one level from manifest phenomena to the structures that generate them. (Bhaskar, 1978: 4) These structures also reproduce inequalities –so as Bhaskar says, we don't go to work to reproduce capitalist relations nor do we get married to reproduce patriarchal relations but we do and they act back on us in terms of various inequalities. (...) [The good news is that p]eople have moved on making particular "(...) generative structures, formerly opaque, become more visible to men." (Bhaskar, 1978: 20) Bhaskar calls this the "double function" men must perform in their social activity: "(...) they must not only make social products, but make the conditions of their making" (1978: 14).' (Prickarts, 2010: 3)

‘From this perspective, we know about these relations because we use data to build a model which accounts for the *relational* phenomenon in question. So we know what our best theories tell us about them. Theories are always in competition with one another; hence it is the theory which is considered the best at any given time which is what comprises knowledge.’ (Prickarts, 2010: 3) At the level of what is desired (and good), research could be regarded as a normative translation and sharing of certain ideals pertaining to research in general: what research should be *for* and what it should be *about*. I think that ‘good’ research produces cognitive gains and has explanatory power, depending on theory development and appraisal between the researcher’s world of academia and the practitioner’s world of action (Robinson, 1992: 12; Eggleston, 1980: 64). Or, between ‘Welt und Geist’ (World and Spirit), as Herman Hesse put the need for all people to keep their ‘Vita activa’ and ‘Vita contemplativa’ connected so well in his beautiful *Glass Bead Game* (1943: 465). I also think that ‘good’ research addresses fundamental problems in society such as inclusion, exclusion and inequality.

Furthermore, a related assumption made in critical social theory is that agents and their social positions are located in a ‘field’. The field theoretic paradigm posits reality as a *social construct* ‘in the eye of the beholder’, i.e. a *perception* organised by a set of cultural dispositions called *habitus* (Bourdieu, 1977: 81) and a perception ‘(...) in terms of making sense of a prestructured causal world’ (Levi-Martin, 2003: 24). International education can be seen as an arena (Bunnell, 2014: 37-38; Weenink, 2008: 1102, 2012: 39, Brown and Lauder, 2011: 48), in which agents maneuver within the limits of structures and their generative mechanisms, co-creating and sustaining their ‘day-to-day interactions, practices and meaning making’ (Al-Youssef, 2009: 132-33). This research builds on a suggested (Cambridge, 2013: 195) notion of ‘embedded agency’ and ‘structuration’, coming from

institutional theory (DiMaggio and Powell, 1983; Giddens, 1991): the institutional context influences expectations and actions of social agents. Together with the context the social agents *are* the institutional context, which could paradoxically lead to social agents confirming and perpetuating structures whilst they are actually trying to change them. Some emphasise that this generative mechanism is not a 'truth' (Groff, 2000: 416; Carney et al, 2012: 376). Some emphasise that it reproduces a common *sequence* in educational reform (Wiseman, 2013: 303). And some (Meyer et al, 1997: 149) emphasise that it reproduces common, often more 'planet-driven' and *international models* or 'commonsense descriptions (...) of "the way things work"' for schooling. Others stress the 'embedded', often more profit-driven reproduction of *supranational interests* for education, reproducing systematic capitalist inequalities in education (Dale, 2000: 438-39).

The research question is: Does the process of internationalisation of education within the Esprit School Group mean that differences are being eroded between the school catering for expatriate children and the schools catering for all children in the Netherlands?

Are, therefore, the policy agents within the Esprit School Group making the basis of their curriculums and the legitimacy of their schools more doubtful, perhaps without realising it?

And are the policy agents within the Esprit School Group, perhaps also unwittingly, making their schools become 'empty' by promoting learning without a relationship to someone or something and without more purpose than performativity and accessing particular positions in society?

On the one hand, this research aims at institutional theory development and appraisal. The notion of embedded agency and structuration itself is also fundamentally challenged by realist theory and the notion of the 'internal conversation' (Archer, 2003, 2008, 2010): the

institutional context is ontologically different from the actions of social agents. As a separate kind of property, the social agent mediates the institutional context, which leads to social agents *constituting* structures. According to realist critics, institutional theory and the notion of embedded agency and structuration is fatally flawed because the agent's reflexive deliberations depend on a clear distinction between structure and agency. It is indeed hard to measure whether the structurationist paradigm does enough justice to the agent's capacity to influence, direct or even control structures but '(...) in many cases there is no reason to assume that they [people] choose their goals (...) because the only way to reach conditions that we cognize and wish for is to make use of those conditions that we have not wished for' (Levi-Martin, 2003: 44).

On the other hand, this research also aims to address processes which happen as the Dutch schools and the different policy agents are faced with challenges within and outside of the national context. The basis of the curriculum and therefore the legitimacy of schools in the Netherlands are in doubt: 'Especially for schools the acquirement and preservation of legitimacy are crucial to their survival because their effectiveness and efficiency are not straightforward due to their multiple and sometimes even contradictory aims of education; their inability to measure all outcomes and their complex primary process.' (Hooge, 2013: 24; Cowen, 2014: 293-4). Perceptions are by nature experiential and happen in a relationship to others (Coleman, 1990). Due to the dynamic, multi-levelled and 'causal texture of the environment' (Emery and Trist, 1965: 22), this study takes a rigorous, creative and open-minded approach. A single-case study seems suited to confront agentic and structuration processes within this challenged multi-level institutional context of internationalisation of education, Its data gathering instruments are explained in the next section.

### **Single-case study and data gathering instruments**

The policy context of this study is the Esprit School Group. The study covers both internationalisation of education, as the phenomenon of interest and as its context, the Esprit School Group. The interpretative process of internationalisation of education is reflected in '(...) discursive embodiments of the balance of these [internationalising] dynamics as they underlie social relations at particular points in time' (Olssen et al, 2004: 2). I have selected the study of documents, lesson observations, individual and focus group interviews as my data gathering instruments, because they take me very close to the internationalisation of education process, its underlying social dynamics and social relations. I think it would have been more difficult to 'get at' this rich, contextual data, if a more statistical approach, analysing causalities, would have been adopted. Interviews particularly, '(...) are a highly efficient way to gather rich, empirical data, especially when the phenomenon of interest is highly episodic and infrequent.' (Eisenhardt and Graebner, 2007: 28) A 'thick description' (Punch, 2000: 192) is the result of both phenomenon and context in order to enhance the generalisability of my claims. I have chosen to do a case study because it has the advantage of understanding this contemporary phenomenon and involving its real-world contextual conditions at the same time. Alternative methods like for example a history, experiments or surveys don't deal with this 'entangled nature' of my research so well: histories are not best suited to investigate contemporary events; experiments separate phenomena from their contexts and a survey's ability to investigate a context is limited. This overall case-study is typified by an embedded single-case design, using the concept of 'case' as in an 'experiment within a main unit, i.e. the organisation as a whole, involving several

units of analysis' (Yin, 2014: 54), because I have access to an internationalisation of education policy diffusion within one and the same consortium –the Esprit School Group– consisting of several Dutch primary and secondary schools. A revelatory case seems to be at hand (i.e. a situation previously inaccessible to empirical study), as few have been able to observe and analyse this particular phenomenon up to this time. Internationalisation of education policy diffusion has so far been accessible to empirical study of (Dutch) tertiary education (e.g. De Jong and Teekens, 2003, Lewis, 2007, Al Youssef, 2009); of secondary education outside of the Netherlands (e.g. Hayden and Thompson, 1997, Meen Sheng, 2008); or of separate aspects of (Dutch) secondary education such as innovation (Oonk, 2004), parental choice (Weenink, 2008), school manager's motivations (Weenink, 2009) or teacher recruitment (Canterford, 2009).

This study aims to find out whether the process of internationalisation of education within the Esprit School Group means that differences are being eroded between the school catering for expatriate children and the schools catering for all children in the Netherlands. The first sub question (*How is an international dimension to education adopted in the different schools within the Esprit School Group?*) pertains to the responses that the schools adopt, in order to cope with the perceived challenges arising from within and outside of the Dutch context. From within, social cohesion and educational equality are at stake; from the outside, globalisation, technological developments and a focus on measurement of educational outcomes challenge the basis of the national curriculum, the legitimacy of schools and also the validity of a state monopoly in education.

I want to test the proposition that these pressures on the Esprit schools subjected them to some degree of *isomorphism* (Shields, 2015). This is a 'constraining process that forces one



unit to resemble other units that face the same set of environmental conditions' (Hawley, 1968, cited by DiMaggio and Powell, 1983: 149), arising from changes within and outside of the Dutch national context, interpreted in terms of institutional theory. This means that there could have been a *prima facie* case of concerted motion between *field structuration* and *homogenisation* within the Esprit School Group. The central idea is that field structuration and homogenisation induce motion, including the striving of the policy agents. This is different from the realist proposition (Archer, 2010) which reduces the effect of the environment to the effect of direct action. Field theory in the social sciences is '(...) largely derived from a general scientific trend in early 20th-century Germany that insisted that scientific theory had to "get at" the real world, not simply rearrange observations. This "getting at" the real world implied that the terms of the theory had to be intuitively accessible (*anschaulich*) as referring to a world we could understand and inhabit.' (Levi Martin, 2003: 10). Similar to Spiegel (1961), I am putting forward a field theoretic analysis of policy diffusion in which a field is formed around the implementation and diffusion of an internationalisation policy, with people dividing into (degrees of) adherents and abstainers depending on the location of the policy in a space of preferences.

Hayden and Thompson (2011: 90) proposed that '(...) with the growing international focus in many national schools worldwide, and the increasingly multicultural nature of student populations, it is arguably the case that such differences [between international and national schools] are gradually being eroded.' I tested whether some convergence was the outcome of the *Esprit International* policy study and whether the Dutch governance model, caught between 'rowing' and 'steering' (Ball, 2013: 224) and the role of 'player' and 'guardian' (Prickarts, 2009: 241), has made this possible in terms of its move '(...) from government [of

a unitary state] to governance [in and by networks]' as part of a '(...) generic global shift in public service policy discourses' (Ball, 2013: 48 and 224).

The second sub question (*Why* is an international dimension to education adopted in the different schools within the Esprit School Group?) pertains to the rationales that policy agents develop regarding their expectations for schooling and actions regarding policy, curriculum and pedagogy.

I want to test the proposition that the school selectively catering for children of internationally mobile families (i.e. the AICS) internationalisation of education is perceived as the only existing credible *alternative* available, because of lacking programmes in the national context. This could be due to the perceived need for continuity of education in other countries and in other international schools that may offer the same programme. Alternatively, this could be due to the perceived need to evade language barriers and qualifications which are recognised in the home country.

I also want to test the proposition that internationalisation of education is perceived as a desirable *supplement* to national education programmes by the other Esprit schools catering for all children in the Netherlands. This could be due to the perceived need to be ready for a global, more competitive knowledge economy. Alternatively, this could be due to the perceived need for forms of global citizenship education beyond the national context and culture.

I further want to test the proposition that all the researched schools internationalised their education for *ideological* as well as *pragmatic* reasons.

## **Theoretical sampling and -generalisation**

This study aims to identify factors that determine how and why an international dimension to education is adopted in different locations. It is therefore quite unique to have access to a set of schools within the Esprit School Group that represents a wide variety of school practices. Theoretical sampling for this study means that a heterogeneity of schools is selected because that is particularly suitable for illuminating possible homogenising relationships and logic among them as constructs (Eisenhardt and Graebner, 2007: 27). I think that if a selection of schools would have been sampled that would have been more homogenous, there could have been a risk of a selectivity bias on my part (i.e. setting up an homogenous sample that would confirm my hypothesis of homogenisation). I therefore selected the following five, very different schools: the AICS (a primary and secondary school for internationally mobile students), the Mundus College (a secondary pre-vocational (VMBO) school), the Berlage Lyceum (a pre-vocational (MAVO), senior general secondary (HAVO) and pre-university (VWO) school), the Europaschool (a primary school with extra language programmes and the IPC (International Primary Curriculum) in Dutch and Berlage International (a primary and secondary department of the Europaschool and the Berlage Lyceum for migrant students).

Consistent with current case study research designs and methods (Ferlie, Fitzgerald, Wood and Hawkins, 2005; Gilbert, 2005; Yin, 2014: 40-41 and 59), the claims in this study may potentially be generalisable to and an expansion of an analytic or theoretical generalisation (i.e. not to particular populations, universes or a statistic generalisation), using a replication logic (i.e. not a sampling logic), replicating a particular phenomenon, course of events, best through multiple sets of data linking (i.e. not with the aim of extrapolating the best

probabilities). So this case is theory oriented and tests the proposition that within the internationalising Esprit School Group a 'field' is being constituted and that a process of organisational definition makes the once disparate organisations align in some way. The central notion is to use this case '(...) as the basis from which to develop theory inductively. The theory is emergent in the sense that it is situated in and developed by recognizing patterns of relationships among constructs within and across cases and their underlying logical arguments.' (Eisenhardt and Graebner, 2007: 25)

Important elements of the structuration process are '(1) an increase in the extent of interaction among organizations in the field; (2) the emergence of sharply defined interorganisational structures of domination and patterns of coalition; (3) an increase in the information load with which organizations in a field must contend; and (4) the development of a mutual awareness among participants in a set of organizations that they are involved in a common enterprise' (DiMaggio and Powell, 1983: 148).

### **Trustworthiness: validity and reliability**

Research results that can be trusted are consistent (i.e. independent of the researcher) and replicable (i.e. independent of the respondents, moment and means of research). I studied the process and rationales of the internationalisation of education by focusing on (1) the schools as organisational structures, (2) the expectations for schooling and (3) the actions regarding policy, curriculum and pedagogy of the policy agents.

Firstly, the degree of discretion, direction or control open to people as social agents, varies. Therefore, I selected an institutional definition of a 'field' with the Esprit School Group as my

first operational measure, in order to establish the degree to which they are subjected to structuration. Secondly, the responses of the Esprit policy actors to perceived needs arising from internationalisation challenges, within and outside of the Dutch context, are closely linked to their expectations for schooling. Generally, a number of aims of education can be distinguished (Hooge, 2013: 15) such as qualification (e.g. credentials), socialisation (e.g. citizenship), subjectification (e.g. identity), pedagogical development (e.g. autonomy and social engagement) and civic responsibility (e.g. inclusion). The IB learner Profile (IB, 2013) has been selected as my second operational measure because it captures the underpinning attributes and characteristics embodying the plurality of aims and expectations of education in (non-) international schools so well. 'The [ten] elements of the IB Learner Profile, to which IB students aspire, are to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. It is hard to argue with that list, though (...) It is easy to imagine a parent, student or teacher in many parts of the non-international world looking at the list and asking why that doesn't apply equally to them' (Plotkin, 2013: 3). Lastly, the responses of the Esprit policy actors to perceived needs arising from internationalisation challenges are closely linked to their actions regarding policy, curriculum and pedagogy. The professional development initiatives in the Esprit Centre of Expertise, set up in 2008, have been selected as my third operational measure because they are closely linked to the *Esprit International* policy (Esprit School Group Archives, 2013a: 10).

The focus on (1) the schools as organisational structures is intended to test the trustworthiness of two propositions from institutional theory and to also test them against a plausible, rival, realist explanation. These two tested propositions are that there is a *prima facie* case of concerted motion between *homogenisation* and *field structuration* within the Esprit School Group because of the adoption of the internationalisation of education policy

called *Esprit International*; and that the different levels of *field structuration* have a different effect on the degree of *isomorphism* and whose interests they serve. It would involve the decision makers' responses to 'coercive' authority pressures (DiMaggio and Powell, 1983: 150) stemming from (state) political standards and cultural expectations regarding the schools; to 'mimetic' pressures (DiMaggio and Powell, 1983: 151) stemming from standard (e.g. modeling) responses to competition and uncertainty; and to 'normative' pressures (DiMaggio and Powell, 1983: 152) stemming from persistent, some (Canterford, 2009) would say discriminatory, expectations of what constitutes a professional (international) school teacher and manager.

The technique used is pattern matching for nonequivalent dependent variables over a set period of time (i.e. one school year running from August 2014 to July 2015). If my predicted pattern of findings is valid, I can draw a solid conclusion about the process and rationales of internationalisation of education.

The focus on (2) the expectations for schooling and (3) the actions regarding policy, curriculum and pedagogy of the policy agents, intends to test the trustworthiness of the propositions that (because field structuration, homogenisation and isomorphism are making the internationalising Esprit schools align in some way);

-students, teachers, parents and policy makers of the selected Dutch Esprit schools, catering for all children in the Netherlands, perceive the IB Learner profile as a desirable *supplement* to national education programmes and perceive the training of teachers to be promoters of international-mindedness (Thompson, 1998) in the English language as a desirable *supplement* to their professional development programmes;

-students, teachers, parents and policy makers of the AICS, the one Esprit Dutch international school selectively catering for children of mobile families, perceive the IB Learner Profile as the only existing credible *alternative* available by schools and perceive the training of teachers to be promoters of international-mindedness in the English language as the only existing credible *alternative* available by schools;

-students, teachers, parents and policy makers of all the selected Esprit schools agree that the IB Learner Profile and the training of teachers to be promoters of international-mindedness are important for their schools for *ideological* as well as *pragmatic* reasons.

The technique used is pattern matching for nonequivalent dependent variables over the same period of time. If the results are as predicted, conclusions can be drawn about the how and why of the *Esprit International* policy implementation and regarding the different policy agents' rationales arising from the perceived necessary processes of change.

## **Ethics**

The data is guided by the development of institutional versus realist propositions and converges in a triangulating fashion, cross-checking and cross-referencing data coming from document analysis, multi-level interviews and lesson observations. The documents were collected from the Esprit School Group's archival records. Permission was granted by the Esprit board manager (see Appendix B) to the researcher to access all records, classes and meetings in all the schools. The adequate documents for the purposes of this research come from the Esprit archival records and included the school's budget records, inspection

reports, school, business and activity plans, school guides or websites, management agreements and participation council and other relevant meetings' minutes.

I have quite a unique access to a set of internationalising schools within the Esprit School Group, so I contacted all (potential) interviewees, providing them with my details (see Appendix D), collected their direct replies to me via email and –in order to limit bias- made a selection based on the widest possible variety of the interviewees (i.e. age, sex, background, experience, studied programme/track). The consent forms (see Appendix D) included BERA (British Educational Research Association) ethical guidelines. These rules (BERA, 2011: 4) state that '[...] all educational research should be conducted within an ethic of respect for the person, knowledge, democratic values, the quality of educational research, and academic freedom'. This research is guided by these rules (BERA, 2011: 5-8) . They were sent back to me and signed at the interview and observation stage. Interviews (see Appendix E) were carried out with two students, two teachers, two parents of each selected school and the policymakers (i.e. the school directors and the Esprit board manager). Permission was sought and given with regards to their participation and the publication of research data gathered for the study, provided that names or other identifying information is not used. Extra permission was sought and given in this regard by the school directors and board manager, by sharing with them the final draft of this study before publication, as their anonymity could not be reassured. The interview questions were finalised after a test run in June and July 2014 with two students, two teachers, two parents and the school directors of two Esprit schools: a primary school (De Eilanden) and a secondary school (Cartesius Lyceum). They were not part of the selected participants in the study. After the interviews in the five selected schools I invited the participants to take part in a special focus group session, each with the students, the teachers, the parents of the different schools together



and the policymakers (i.e. the school directors and the Esprit board manager (also see Appendix F). In total 40 interviews were organised for this study: seven interviews per school in five different schools, one interview with the Esprit board manager and four focus group interviews.

Lesson observations, in combination with selecting interviewees from different stakeholding levels in the schools and interviewing them individually and collectively, '(...) help to mitigate retrospective sensemaking and impression management.' (Eisenhardt and Graebner, 2007: 28) The lesson observations were carried out with the same two teachers of each selected school (see Appendix F). Further observations were carried out during five Esprit International Steering Group meetings. This body is responsible for the internationalisation policy within the Esprit School Group. The lesson observation template was finalised in August 2014 after a test run in June-July 2014 in two lessons at the two schools in the Pilot Inquiry (see Appendix C). I decided to rely on the minutes of the Esprit International Steering Group meetings, instead of using a special meeting observation template, after the Pilot Inquiry of the Esprit International Steering Group meeting in August 2014 (see Appendix C). The teachers in the test run were not part of the selected participants. In total ten observations were organised for this study: two lesson observations per school in five different schools. I participated in all five meetings of the Esprit International Steering Group. All teachers in the lesson observations were asked to comment on and review my findings to enhance the trustworthiness of my claims. The aim of the lesson observations was to supplement the documentation, supplement the interviews with the teachers and to see how internationalisation of education worked for students.

I documented all my data for auditing and reviewing purposes. I included only a sample of the sources and the interviews in the appendices to cut down the pages, to demonstrate the sources I used and to demonstrate exactly how the interviews were conducted. In order to stratify and reduce the number of participants, I screened the participants and interviewees using the relevant data about the entire pool (i.e. the widest possible variety of the schools) and by using the relevant criteria based on the widest possible variety of the interviewees (i.e. age, sex, background, experience, studied programme/track). In addition and when necessary, I queried people who were knowledgeable about the participants. In August 2014 I produced, with administrative help, a detailed schedule of the data collection activities. One and the same translator of a translation agency (<http://www.avb-vertalingen.nl/>) translated the transcripts of the four focus group interviews from Dutch to English. The transcripts and translations of the 36 interviews, the translations of the ten lesson observations and the translations of all but one of the Esprit International Steering Group meetings' minutes have been translated from Dutch to English by me. The Esprit International Steering Group meeting's minutes of 10 February 2015 was done by the same translator of the translation agency.

Apart from being a researcher and practitioner within Esprit, I owe a commitment to the Esprit School Group (as a funding organisation in time, i.e. 3-4 hours per week) and as an advisor regarding the *Esprit International* policy. I am also advising the Esprit International Steering Group, which is responsible for the School Group's internationalisation of education policy. My position as an insider researcher implied that I had to take measures in order to deal with the possibility of conflict of interest. On the one hand, my relationship with the school leaders in particular (as they can hardly be anonymised having final responsibility for their –named- schools) was crucial. They put their confidence and trust in me that I would be

gathering data for no other purpose than to work with the schools and their stakeholders. So I have been very keen to make the research process transparent and to allow them the opportunity to review and adjust interview data. The Esprit board manager and the five interviewed school leaders received the viva copy of this thesis. They were asked if this can be published, since their anonymity cannot be guaranteed, and they were given the opportunity to suggest adjustments. In fact, all participants have had this opportunity and I think that this helped creating relations of confidence and trust. Additionally, all participants signed the consent form which explicitly says that they can withdraw at any time (see Appendix D).

On the other hand, as recorded in writing elsewhere (see Appendix B), before I started this research, I secured funding and access to all sources of information in writing by the Esprit board manager. So I felt confident too, that I could not be easily denied access to potentially unwelcome data. I contend that this conundrum of, but also this need for professional scholarship in collaboration with others in the schools (Lagemann, 2000, x-xii), positions myself as a researcher, the documents studied and the experiences of the stakeholders as central to the co-construction of education as an activity in a generative space (Bell, 2013: 33-36). As stated earlier in this chapter, the notion of 'embedded agency' and this professional scholarship conundrum are underpinned by the ontological acknowledgement of the integration and reciprocity of structure and agency. This research is as much a case study assuming the relativist proposition of the existence of multiple realities having multiple meanings dependent of the observer, as it is an effort to maximise the opportunity of its participants to learn from its focus: a process history analysis of internationalisation of education policy diffusion (Kleiner and Roth, 1996).

## Chapter 4: Individual schools' data presentation

In order to analyse the documents, interviews and observations, I first summarised the data pertaining to the perceived challenges and responses of the Esprit schools related to the internationalisation of education policy (see Chapter 6, table 1). In table 2 (also see Chapter 6), I subsequently summarised the data pertaining to the expectations for schooling and actions regarding policy, curriculum and pedagogy of the Esprit schools' policy agents related to the internationalisation of education policy. In the same table, I also summarised the data with regards to the pragmatic or ideological nature of their rationales.

This chapter presents the research data pertaining to the individual Esprit schools: 35 of the total 36 interviews (the board manager's interview is covered in chapter five), ten lesson observations and various documents which I obtained at the five researched schools of the Esprit School Group between August 2014 and July 2015 (see Appendix G). I grouped the data around six topics relevant to the internationalisation of education process. These topics follow from my three operational measures (see chapter 3). I italicised 'Coping with challenges and concerns', in topics (i), (ii) and (iii). These topics follow from my first operational measure: selecting an institutional definition of a 'field' with the Esprit School Group. I highlighted in bold 'Aiming for excellent education' and 'adopting an international dimension to education', in topics (iv) and (v). These topics follow from my second operational measure: formulating expectations for schooling, more specifically regarding the IB Learner Profile (IB, 2013). I also highlighted in bold 'Developing professionally', in topic (vi). This topic follows from my third operational measure: initiating actions regarding policy,

curriculum and pedagogy, more specifically the professional development initiatives in the Esprit Centre of Expertise. So the six topics are:

- (i) Coping with challenges within the Dutch context*
- (ii) Coping with challenges outside of the Dutch context*
- (iii) Coping with internationalisation of education concerns*
- (iv) Aiming for excellent schooling**
- (v) Adopting an international dimension to education**
- (vi) Developing professionally**

The first three topics are related to the Esprit schools as organisational structures, coping with coercive, mimetic or normative pressures within and outside of the Dutch national context (see chapters 1 and 3). They focus on a degree of isomorphism. Topics (iv), (v) and (vi) are more related to the policy agents within the Esprit School Group. They focus on the expectations for schooling and the actions of the policy agents regarding policy, curriculum and pedagogy.

#### **4.1 The AICS**

- (i) Coping with challenges within the Dutch context*

According to an AICS student his school is internationalising because it wants to ally itself with other schools and gain a good reputation for itself (G6:Q1-2). An AICS parent thinks that AICS has the choice to be either 'growing as a brand or be a niche school' (G9:Q2). Also the

AICS principal and another AICS parent think that internationalisation of education is *attracting students* (G10:Q1 and G11:Q1). An AICS teacher feels that there is a clear need for expatriates in Amsterdam to send their children to an alternative school (providing the 'same education in English whatever country they are in') compared to the ones more readily available in the Dutch system (G8:Q1-2). According to an AICS parent (G9:Q1+5) AICS *education needs to be 'transferable, (...) standardising'* and 'not too Dutch, in case we'd move'.

In February 2015 the alderman for education of Amsterdam met with representatives of different Amsterdam primary and secondary school boards, including the Esprit board manager and AICS principal. Also present were education scientists, a business manager, a chief school inspector and a chief civil servant of the Dutch Ministry of Education. The aim of the meeting was to start joining forces in order to give the internationalisation of education in the Amsterdam region 'a boost' (G15:i). This working group visited the AICS in March 2015, followed by a visit by the working group in April to an Amsterdam internationalising primary school.

The Amsterdam and Amstelveen municipalities have both requested the AICS to start a satellite primary AICS (G1:p.2+3). According to the AICS participation council's meeting minutes 'There are 250 children on the *waitlist* for a primary school; twenty children on the waitlist for a secondary school' (16-9 2014, G14:item 5. Financial update).

The AICS 2012-2016 School Plan (G4:p.23) explains that internationalisation of education has the potential of enhancing *social cohesion* and active world citizenship (e.g. for newcomers/ migrant- and expatriate students) with the motto 'Think global, act local'. Also the AICS principal (G11:Q1) states that 'diversity has been an issue for quite a while (...) the focus

shouldn't be on integration but on the opportunities it provides'. One such opportunity is the English language, having become increasingly important for finding jobs in Amsterdam (G11:Q1). Also, the AICS principal feels that internationalised education has the potential to offer *less streamed and more child-focused education* to more local Amsterdam students (G11:Q2).

(ii) *Coping with challenges outside of the Dutch context*

An AICS student thinks that there is a growing importance of other, bigger countries compared to the Netherlands (G5:Q1). He adds that the steadily expanding information, computer and mobility possibilities increase the practical importance of international citizenship and education (G5:Q1-3). An AICS teacher believes that *internet and globalisation* make the concept of distance and the borders of the Netherlands disappear (G7:Q1-2).

Another AICS teacher thinks that there is a need to cope with the challenge of working anywhere in the world (G8:Q7). And there's the perceived challenge of studying anywhere in the world too: preparing for a transition to (tertiary) education anywhere in the world (G10:Q1) and the need for 'matching education with education they [students, BP] had or will have' (G11:Q2).

The expatriate community in Amsterdam is growing. This is testified by various sources of information (G4:p.1; G15:ii; G9:Q1; G11:Q1). The growth of the expatriate community seems to be connected to the city of Amsterdam's efforts to *attract a growing number of international companies and institutions* to locate within the region (G4:p.23; G11:Q1).

*(iii) Coping with internationalisation of education concerns*

An AICS student feels that his ability to express his own traditions and culture are under pressure (G5:Q3). Another AICS student is concerned about money being wasted (G6:Q4). Also an AICS teacher (G7: Q3 and 6) and the AICS principal think that being rooted in and being sure of yourself are at risk when '*identity and where you belong are under pressure of rapid internationalising developments*' (G11:Q3).

It is crucial to be exposed to Dutch language and culture in order be 'at home in the home country' (G9:Q3-4), says an AICS parent, and to be building friends again, as they often move and leave (G9:Q6). Another parent thinks that there is *a risk of superficiality of the curriculum* (G10:Q9) and a low level of English on the part of non-native English speaking teachers (G10:Q3-5).

An AICS teacher worries about the *lack of enough standardisation of educational standards* all over the world and she is also concerned that there is not enough focus on open-mindedness through cooperation, training and multicultural experiences (G8: Q3-4 and 6). Not following IB requirements, not staying within IB structures and not putting enough emphasis on maintaining a high level of IB results can be a real problem, according to an AICS parent (G10:Q2-4).

The AICS principal feels that there is an ill-founded and -funded assumption that also schools with many, *less-privileged, immigrant students*, without strong home support, will be able to take advantage of learning about and through differences. It might not be so easy for them, *compared to more privileged students*, to also grow as a person and pay off their study debts thanks to a good job after graduation (G11:Q4-6).



#### (iv) Aiming for excellent schooling

One AICS student expects to gain useful and authoritative knowledge (G5:Q7) from their education and the other expects to get high grades (G6:Q7). An AICS teacher described the aim of education as 'developing potential' (G7:Q7). Although *the Dutch education inspectorate*, after a visit of the secondary school in February 2015, was very positive about the AICS ('community-focused, respectful atmosphere' and 'well-prepared and didactically very able teachers', G15:iv, p.5 and 8-9), it was *critical regarding the teacher's efforts to 'focus on the cognitive differences between the students'* (G15:iv, p.5) and regarding 'the dependency of the students on their own initiative, i.e. whether they react or not to the teacher's explanations and questions' (G15:iv, p.9). Also the Dutch primary education inspectorate concluded, apart from the many positive aspects similar to the aspects highlighted by the secondary inspectors, that 'the instruction is [too, BP] often geared towards the whole group' (G15:v, p.14).

However, the AICS develops and significantly **invests in learning diversity** and their student support team (G3:p.14-17; G2:p.4+6; G4:p.1). The school aims to design a whole school training and development programme of a concept-and inquiry-based curriculum and approach to teaching and learning, including differentiation (G3:p.5-7).

The school also develops and invests in **community and compassion focused initiatives** (G3:p.43-47; G2:p.6; G4:p.1 and 26). An AICS parent remarked that she expects the AICS to help 'making nice human beings who can research and learn themselves' (G9:Q7+9). The other AICS parent said that **the IBLP** [International Baccalaureate Learner Profile, BP] is '**an**

**aim in itself'** and they should learn 'how to think for themselves and learn to inquire' (G10:Q7).

An AICS teacher said that good education helps students **to cope and work in the global world** (G8:Q7). The AICS principal thinks that it should challenge students to practice what they learn and to learn to discover beyond the school walls and family structures (G11:Q7).

Several documents clearly state that **student choice** within Esprit needs to be increased (G1:p.2-4; G4:p.23 and re. IBDP and bilingualism p.24). Evaluations by organisations such as the CIS [Council of International Schools, BP] and the IB help to assure the espoused quality as well as the quality in practice (G1:p.2 and G2:p.6).

#### **(v) Adopting an international dimension to education**

An international dimension to education proved, as expected, to be open to several interpretations. The AICS students understand it as learning to be open-minded and to **take on a global or international perspective** (G5+6:Q8-9). Also an AICS parent described it as 'teaching openness, inclusivity and about the world' (G9:Q8). In the lessons at the AICS a well-articulated curriculum and a balance between the academic and non-academic aims were observed (G12:C5 and C6) and the teaching of a **'universal or international skill' of treating the content and intentions of any message critically yet respectfully**, also in the context of exam requirements (G13:C6). An AICS teacher called it 'becoming citizens of the world by being accepting of new people for who they are, irrespective of nationality and language' (G8:Q8). The practice of learning about the importance of your own language was also observed in a lesson (G12:D2a - 'surely the boy in the jungle has his own language!').

AICS and Esprit are positioning themselves as centres for international schooling, with the AICS as a source of inspiration within Esprit (G4:p.24; G1:p.5). Many at the AICS agree (G6:Q8-9) that an international dimension is obtained by adopting **the IBLP as a 'set of guiding principles'** (G8:Q10) or as **'coat hooks for every teacher to bring values into their teaching'** (G11:principal, Q10). The AICS parents said that the IBLP is 'about teaching them everything, together with the parents' (G9:Q10) and 'lasting' (G10:Q9).

One of the key values of the AICS is **'diversity'**. Training and development of this value and the other AICS values, happens three or four times a year in whole school staff dialogue called 'Valu-able meetings'. In 2013 the Zwarte Piet (Black Pete) controversy (Is he part of an well-intended Dutch celebration for children, or is he part of racist imagery?) reached a climax when parents started censoring images (e.g. tearing pages from books). After a whole school staff and parents' dialogue it was decided that in 2013 and also in 2014, the AICS would 'not be inviting in Zwarte Piet' and that it would be distancing itself from, 'not censoring, all anti-racist imagery and seeing it also as a learning opportunity to study topics like slavery, colonialism and the complex societal and historical discussions and communication it evokes' (G15:iii).

Although the value of 'diversity' is embedded in the AICS' 'Valu-able meetings' and in the programmes (G3:p. 5-7; G8:Q9), the AICS community feels that this is done 'not explicitly' enough (G14:PC minutes 10-11 2014 -.item 4 Activity Plan). It was also observed in one lesson that a predominantly instrumentalist ('tunnel') dimension was adopted, as the learning was geared towards learning *about* 'different but equal' places and ways of doing things (G12:D2 and P3). One AICS teacher said that students need to be given 'opportunities

to show who they can be' (G7:Q8), yet avoidance of potentially sensitive issues, like eating (no) meat, and thus no 'risky-to-the-self-learning', was observed (G12:D2c).

An international dimension to education involves **teaching through and across diversity** of programmes, cultures, beliefs and values, according to an AICS parent (G10:Q8-9). The AICS principal described it as involving collaborative and conceptual work, broad contexts, big questions, wide political perspectives, and helping students with their best language (G11:principal, Q8-9). A variety of ways to develop conceptual understanding about 'similarity' and 'difference' was observed in a lesson (G12:P4), as well as seeing through communication strategies (G13:D1), learning through different ways of communicating (G13:D2); learning how visual and written language clues affect interpretations (G13:P4); teaching for understanding, not judgement (G13:P3) and substantiating your own argument and changing one's communication strategy when a previous one is not understood (G13:D1 and D2).

#### **(vi) Developing professionally**

Both AICS students think that **English fluency** is a key requirement of (the training of) an internationally minded teacher (G5+6:Q11). One AICS student (G5:Q13) adds that the **teaching needs to fit into the IB system** and an AICS parent (G10:Q11-13) thinks that the teacher needs to be 'organising and structuring work within **a general framework**'.

The other AICS student underlines the importance of teaching for understanding in a safe environment (G6:Q11-13) and the other AICS parent believes an internationally minded teacher should be inspiring, getting you thinking and 'not be teaching a subject, but how to

learn how to grow up' (G9: Q11 and Q13). The AICS principal thinks that the internationally minded teacher is aware of sensitive issues, knows what a cultural background can mean to someone, and how to make the students feel safe (G11:Q11-12).

The Centre of Expertise has an important role to play for all Esprit schools in the professional development and internationalisation of education, including the AICS (G4:p.24). The AICS spends over 1500 euro per full-time job on professional development (G2:p.4+6). Some of that is aimed at developing **differentiated and inquiry-based pedagogy** (G3:p.24-28, p.31-35 and p.37).

In terms of professional development needs for internationally minded teachers, the respondents further included open-mindedness (G5:Q12 and G7:Q11-12), flexibility, good subject knowledge (G8:Q11-13), being 'open to other cultures and experiences' (G9:Q11) and care 'with unfamiliar questions' (G10:Q12-13). An AICS teacher added that understanding about the influence of context, concepts and the big picture is key, and that successful international school teachers assume differences and diversity before they start teaching, instead of assume the need for teaching for assimilation (G7:Q11-13).

### *Summary*

Below, I summarised the AICS' response to national and international challenges and concerns, in (i) to (iii) in an Esprit internationalisation of education 'field':

-coercive pressures were perceived to emerge when the AICS was expected to support less streamed and more differentiated, child-focused education, to shorten waitlists and to further social cohesion. It is sometimes felt that there is too much optimism with regards to

the access opportunities of less privileged students to internationalised education, compared to more privileged students;

- mimetic pressures were perceived to emerge when the AICS was expected to attract internationally mobile students and a growing number of international companies and institutions. The identity of the students, their sense of where they belong, could be under pressure. Also the curriculum might become too superficial;

- normative pressures were perceived to emerge when the education at the AICS was expected to be transferable for the sake of continuity of education elsewhere. Internet and globalisation help to create this pressure. Doubts were expressed about the issue of whether there is enough standardisation of educational standards in this regard.

I summarised the AICS policy agents' expectations for schooling and their actions regarding policy, curriculum and pedagogy, in (iv) to (vi), specifically regarding the IB Learner Profile (IB, 2013) and professional development, as follows:

- the IB Learner Profile was considered as an aim in itself. It was regarded as a set of expectations which brings an international dimension to education. Together with the prominence of the English language in the curriculum, they could function as an alternative to education in the national context, mainly in the interest of taking on a more global or international perspective;

- the IB Learner Profile was also considered to function as a 'coat hook', as a set of guiding principles. It was regarded as a tool bringing values to the learning process. The AICS' key value is 'diversity' and together with a differentiated and inquiry-based pedagogy, they are considered to be essential for an international dimension to education. It was expressed that

by teaching through and across diversity, and by initiating community and compassion focused initiatives, good schooling is produced. As a result, an important skill (i.e. of critical yet respectful treatment of any message) is trained, teachers become internationally minded teachers and students can better cope and work in the global world. This process could fit into the IB system or any other general framework, and therefore it is regarded as increasing student choice. Internationalisation of education is mainly seen as a supplement to the national curriculum and in the interest of schooling for global citizenship.

## **4.2 The Berlage Lyceum**

### *(i) Coping with challenges within the Dutch context*

A Berlage student thinks that an international dimension to his school experience will make it easier to find a job (G22:Q2). Also Berlage parents expect that it will help their children to prepare for a career (G27:Q1) and to *'distinguish themselves in the labour market'* (G26:Q10 and 13). The Berlage Five-Year School Plan states that students need to be prepared for an intercultural society, further study and a job (G19:p.2). Another Berlage student described internationalisation of education as a way to be able to *'help others'* (G23:Q1). One Berlage teacher and the principal (G28:Q1) think that it is an opportunity for people in an international city, from different cultures, to meet each other (G24:Q1). The other Berlage teacher stated that internationalisation of education should *help young migrant students to 'get going' in Dutch society (G25:Q1), especially in post-14, streamed, Dutch education (G30:C5).*

According to the Berlage Five-Year School Plan Berlage needs to become a ‘first choice school’ *in competition with grammar schools* (G19:p.16). In the same document it aspires to be a ‘one-stop-shop’, with all levels bilingually under one roof (G19:p.2). A Berlage teacher confirmed this (G25:Q2). Bilingual education [Tweetalig Onderwijs, TTO, BP] is described in the Five Year Plan as a ‘unique selling point’, improving the school’s image as well as reflecting the multicultural Amsterdam society (G19:p.16). A Berlage parent believes that the internationalisation policy stresses the ‘distinctive educational features of the Esprit School Group’ (G27:Q1), *attracting ‘a large and diverse group of students’* (G27:Q2). A Berlage teacher thinks it is aimed at attracting students *and funding* (G25:Q1).

The Berlage principal said that the school is *in need of a new identity after the break-up with Denise* (G28:Q9) and that it should be reconceptualising its education for a new type of migrant student (G28:Q1). Berlage has a budget deficit (just under 2%, G17:p.2 and 7) and is in an ‘unhealthy financial position’ (G18:p.4; G19:p.16; G20, 18-2 2015:p.2-3). This will have to result in less staffing costs (G18:p.13), a smaller supply of subjects (G16:p.5; G18:p.2-4), ‘more efficiency and effectiveness’ of Berlage leadership and management structures and a lower percentage of sick leave frequency (on average nearly three times per employee, per school year, G18:p.10).

According to the principal this will make ‘initiatives evaporate or come to a standstill due to *financial and organisation issues*’ (G28:Q2). In the 2015 Activity Plan it states that the Berlage VWO [pre-university, BP] department is ‘fragile’, when set against the expectations of the Inspectorate (G18:p.6). The Plan also mentions that the whole school scored ‘insufficient’ after a truancy inspection in 2014 because ‘too much money is being spent on attendance registration’ (G18:p.7). It further states that Berlage will address the problems of



‘bullying, addictions, loverboys’ (G18:p.8) and an overdue commitment to organise a bi-annual satisfaction survey among students and parents (G18:p.9).

(ii) *Coping with challenges outside of the Dutch context*

A Berlage student and a teacher agree that internationalisation of education is considered necessary to speak English well (G22:Q2; G24:Q2). A Berlage parent and teacher think that it helps ‘to keep up with the times (...) developments abroad (...) different media, Internet, Google’ (G27:Q1) and that it creates world citizenship (G25:Q2). The Berlage principal said that ‘*ICT possibilities force us to rethink what we are doing at school*’ (G28:Q6+7). Also the Berlage Five-Year School plan (G19:p.3) states that Berlage aims to be a ‘school of and for world citizens’. The principal wants to work with internationally minded teachers who can ‘further the understanding between people’, mainly in Europe (G28:Q13).

Another Berlage student feels that internationalisation of education helps to give back to the world (G23:Q1). The Berlage parents describe it as meeting the challenges of ‘cooperation’ and ‘sustainability’ (G27:Q2), to be better prepared for a career (...) and to deal with businesses abroad (G26:Q1 and 13). Also the ability *to better cope with international tension*, for example addressing tension as a result of terrorism such as the ‘Je suis Charlie’ campaign (G18:p.8; G20, 28-1 2015:p.3), was mentioned as an aim in the 2015 Activity Plan and participation council minutes.

(iii) *Coping with internationalisation of education concerns*

A Berlage student worries about ‘not learning anything (...) being taught in English and you don’t understand it’ (G22:Q3-4). A Berlage teacher worries that the migrant students’ exposure to Dutch as the language of instruction is insufficient and inconsistent (G25:Q9). She is also worried about the *ineffective and unsettling Dutch language testing* they have to go through (G25:Q3). She feels that the fact that the majority of migrant students goes to VMBO [vocational, BP] education is mainly because of a lack of Dutch language proficiency’ (G30:iic). Another Berlage teacher feels that English as the language of instruction restricts the use of Dutch subject related jargon (G24:Q3). A Berlage parent is concerned about a lack of *English language proficiency on the part of the teachers*. She also feels strongly about having more options than bilingual education only (G26:Q3).

Internationalisation of education is more visible at the Berlage VWO [pre-university, BP] level than at the Berlage MAVO [pre-vocational, BP] level (G26:Q9), according to a Berlage parent. She also fears the subjective teaching of IBLP characteristics (G26:Q9). Another Berlage parent sees the need of a ‘serious, solid, systematic, coherent and whole school approach’ (G27:Q3). The principal claims that the ‘internationalisation of education (...) needs to be integrated in the learning process, the curriculum, the school’s vision’ (G28:Q4). I observed that this is experienced as ‘difficult’ by a Berlage teacher (G29:C5). The principal remarked that the ‘*Dutch education system is too fragmented. (...) if the exam system changes (...) integrated Science, instead of Physics, Chemistry and Biology separately, [this] can force Dutch schools to organise their education differently*’ (G28:Q4).

According to a Berlage teacher migrant students ‘cannot be at home here’ because they ‘are being unsettled because of this [language testing] structure’ (G25:Q3). The principal claims

that *the 'separation between the Dutch and the migrant students was not a good idea. (...)* these children attend an international school, but hardly have a national identity!' (G28:Q9). A Berlage student worries about *an overloaded curriculum, 'students with superficial knowledge' and without real engagement with topics* (G23:Q3-4). The principal speaks of trips being 'pensioner's trips with fun bits' and asks himself the question 'what is being done with the student's experiences when they come back anyway?' (G28:Q2). He also wonders about the rationale for internationalisation of education for children who go to MBO [senior secondary vocational education, BP] and who will stay here, within a limited area of where they are now (G28:Q8).

#### **(iv) Aiming for excellent schooling**

Acquiring general knowledge is considered to be an aim for education (G22:Q7, G27:Q7, G23:Q7) by Berlage students and a Berlage parent. Also learning 'to be an individual' and to look after yourself is important in education, according to a student (G23:Q7). A teacher underlines the importance of **functioning in the world of tomorrow** (G24:Q7), evaluating information and being well-informed about where one stands (G24:Q13). Education should help to bring structure to one's life, according to a Berlage parent (G26:Q7). The Berlage Five-Year School Plan states that Berlage aims to **allow students to be who they are and to become who they want to be** (G19:p.2). It adds that this goal should minimally translate into a diploma at the school level, or stream, as advised by the primary school and in line with the CITO [standardised test] score (G19:p.7).

The principal said that Berlage education is there (...) to help children to keep going in our society, to find a job (...) to understand others in this city and learn how to live together

(G28:Q7). A Berlage student feels that teachers should teach to ‘help others and give back to the world’ (G23:Q13). Also the parents underline the importance of contributing to society and dealing with different people (G26 and G27:Q7). A parent and a teacher think that education should develop the individual talents (G25 and G27:Q7) and interests (G27:Q7) of all the students. The same teacher believes that students should learn not to ‘jump through hoops anymore’ but instead learn about ‘everything that makes us human: phantasy, empathy and cooperation’ (G25:Q13). The Dutch inspectorate judged Berlage at HAVO and VWO levels ‘insufficient’ when it came to educational outcomes (G21:iHAVO:p.5-7 and VWO:p.4 and 7). Teachers were judged as too focused on a one-size-fits-all approach and getting the right answers, instead of the learning process (G21i:HAVO:p.8 and VWO:p.7). The participation council minutes mention that the school is focusing on a reduction of numbers of students doubling the year with the help of a Summer School Pilot (G20, 18-2 2015:p.4). In the 2015 Activity Plan an analysis is being planned of through- and output figures of Berlage students per subject area (G18:p.6 and 9).

#### **(v) Adopting an international dimension to education**

A Berlage student and parent think that an international dimension to education consists of being in contact, cooperate with other schools and learning languages (G22:Q8 and G26:Q8). In the Berlage Five-Year School Plan the need for **strengthening the school’s UNESCO profile** is highlighted (G19:p.5) and in the principal’s management contract with the board manager it states that the work of a UNESCO work group and exchanges will be continued (G16:p.6). Some investment goes towards bilingual education (20.000 Euro, G17:p.6), ‘newcomers’ or migrant students (11.000 Euro, G17:p.4) and work with a European Platform subsidy (5.000

Euro, G17:p.4). The Five-Year plan also states that 60% of all **bilingual lessons** need to be in English for VWO (G19:p.16), with four interdisciplinary projects in English per year based on **CLIL** (G19:p.5 and 7) and that PE, Drama lessons, several projects and trips will be organised in English for the MAVO and HAVO students (G19:p.17).

Another Berlage student and teacher stated that **different nationalities at the school** are necessary for an international type of education (G23:Q8-9; G24:Q9). I observed that there is a rich diversity of students in the Berlage lessons (G29 and 30:iii). A Berlage parent said that a rich diversity of teachers is important too for an international dimension to education (G27:Q9). A teacher commented that as an 'international teacher' she wants to make use, 'educationally, of the diversity in the classrooms' (G25:Q8). This was also observed in her lesson (G30:D1). To a Berlage student, 'international' means that students have a voice and are being listened to (G23:Q8-9). A Berlage parent said that teaching internationally is also about **character development (such as teaching the IBLP)**, and to think in and about possibilities (G26:Q10 and 13). A teacher was observed embracing difference and being open to be changed by it (G30:D2, P3). Another Berlage parent described the use of the IBLP as **something which 'every school should support'** (G27:Q10). A teacher stressed the need for a 'committed' implementation of IBLP (G24:Q10) and the principal labelled it 'great' because 'this is formative education' (G28:Q10);

The principal also considers it very important for students to learn to be functioning in the world of tomorrow, anywhere in the world, (G28:Q8). An international type of education educates towards 'socialisation (...) within an increasingly global, open, transparent and complex society', according to a Berlage parent (G27:Q8). A teacher described it as teaching towards 'understanding their own position in and links to the rest of the world' (G24:Q8). I

observed that teaching was framed towards an introspective identity (G30:P4 and C6). In the Five-Year plan **the integration of EIO** is planned [European and International Orientation, an educational concept offering elements for European citizenship teaching, BP] (G19:p.5). The principal considers it important for teachers to engage with the world beyond their subject and to take this to the students (G28:Q11). In a class of grammar school students a 'tunnel dimension' was observed to (English language) learning, with a focus on subject content and doing well in an assignment (G29:D2, P3, P4 and C6).

#### **(vi) Developing professionally**

The Berlage students and a parent stressed the importance of **knowing different languages** for internationally minded teachers (G22:Q11-12, G23:Q12, G27:Q11). The management contract with the board manager and the 2015 Activity plan mention school development goals such as the improvement of bilingual education, a Maths, ICT policy and more professional space for teachers (G16:p.3, G18:p.2-3). Berlage is planning and budgeting for TTO/CLIL [bilingual and Content and Language Integrated Learning, BP] and ICT training. In the management contract (G16:p.3) and in the annual budget (G17: p.2) about 1% of the budget (nearly 100.000 Euros) worth of ICT investments have been agreed upon. In the 2015 Activity Plan (G18:p.4 and 11) it states that this is aimed at improving the ICT infrastructure and the student's educational experience. Also ICT and Maths work groups and newsletters (G18:p.5) are being organised with this purpose.

To **know about education and education systems abroad, to use practical examples from all over the world** (G27:Q11), as well as to have a solid 'didactic, pedagogic and knowledge base' (G27:Q12) are all important criteria for the professional development of

internationally minded teachers, according to a Berlage parent. A student believes that **criteria of the IB Learner Profile are useful professional development criteria for teachers**. She mentioned being open-minded and knowledgeable as examples (G23:Q12). The teachers and a parent mentioned **open-mindedness and being a good listener** as important criteria for an internationally minded teacher (G24, G25 and G26:Q11). A teacher (G25:Q12) and the principal (G28:Q12) said that teachers need to be trained in evaluative, reflective skills and in how to **widen one's horizon through introspection**. Around 850 Euros professional development per full-time job is set aside for the professional development of teachers (G16:p.3, G17:p.5). A mentor training is being organised (G18:p.8) as well as a work group to improve whole school pedagogy and culture (G20, 28-1 2015:p.2-3).

### *Summary*

Below, I summarised the Berlage response to national and international challenges and concerns, in (i) to (iii) in an Esprit internationalisation of education 'field':

-coercive pressures were perceived to emerge when the Berlage was expected to help young migrant students to 'get going' in Dutch society, especially in post-14, streamed, Dutch education. Furthermore, the school is under pressure due to internal financial and organisation issues. It was expressed that migrant students are struggling with the standardised Dutch language testing regimes, perceived as ineffective and unsettling. The Dutch education system was perceived as conducive to a fragmented instead of an holistic approach, in terms of mission building, subject classification and the integration of Dutch and migrant students;

-mimetic pressures were perceived to emerge when the Berlage was expected to compete with grammar schools. This is seen as an effort to attract a large and diverse group of students and funding. The school was said to be in need of a new identity after the start of Denise. There is concern that a search for a new model for an international dimension to Berlage education can lead to an overloaded curriculum, and to students without a thorough understanding of, and a real engagement with topics;

-normative pressures were perceived to emerge when the education at the Berlage was expected to help students to distinguish themselves in the labour market, to better cope with international tension, to be purposeful in its use of ICT possibilities, and to be delivered by teachers who speak the English language proficiently.

I summarised the Berlage policy agents' expectations for schooling and their actions regarding policy, curriculum and pedagogy, in (iv) to (vi), specifically regarding the IB Learner Profile (IB, 2013) and professional development, as follows:

-the IB Learner Profile was not considered as an alternative to education in the national context;

-the IB Learner Profile was considered as a standard expression of internationalisation of education, mainly as a supplement to the national curriculum (e.g. in the interest of training teachers to be open-minded, knowledgeable, introspective, good listeners and to develop the character of students). Internationalisation of education was seen as a way to help students to better function in the world of tomorrow, to allow them to be who they are and to become who they want to be. The work of a UNESCO work group, the integration of EIO, exchanges, CLIL, bilingual education, language teaching and the different nationalities at the school, were all said to be part of that process.



### 4.3 DENISE

#### (i) *Coping with challenges within the Dutch context*

The Denise Business Plan sets out to improve the suboptimal (i.e. 'just' bilingual) supply of internationalised education for local Dutch students (G43ii:p.3). It also states that there is a *lack of suitable and satisfactory quality education* for new migrant/expatriate primary and secondary students (G43ii:p.3). A Denise parent confirmed this (G39:Q1). A Denise student said: 'I have to get a diploma from Denise first before I can go to a Dutch school' (G34:Q2). Both the Denise Business plan and the School Guide put forward the aim of transitioning the students to suitable and quality post-16 education within or outside of the Esprit School Group (G43ii:p.3, G33:p.16 and p.18-20).

'The Esprit School Group has the *top market position* when it comes to international education in Amsterdam. It wants to keep and strengthen this position.', is written in the Denise School Guide (G33:p.8). It also states that there is a shortage of options for Amsterdam grammar school students (G33:p.8). The Denise principal said that with internationalising its education, 'Esprit saw opportunities' (G40:Q1). A Denise teacher sees the internationalisation of education as a way 'to deal with the different cultures in Amsterdam' (G37:Q1). She added that '(...) only foreigners attend the school. (...) Internationalisation is aimed at *settling in*, learning Dutch and to get going in Dutch society' (G37:Q2). The Denise Business Plan aims for social cohesion (i.e. not segregation) within the total Amsterdam student body (G43ii:p.3). The *Denise facilities* (G31:p.1, G43ii:p.9) and *finances* -considering the need to be financially healthy by 2017 (G31:p.2) with a current budget deficit of about 25% (G32:p.2)- *are challenging*.

(ii) *Coping with challenges outside of the Dutch context*

The Denise School Guide states that international education in Amsterdam is *a pull factor for international businesses and institutions* (G33:p.8). A Denise student said regarding the internationalisation of education: 'Maybe this way more students will come from abroad' (G35:Q1). A Denise teacher thinks that internationalised education helps 'To prepare them [students] for *a possible future abroad* (...)' (G37:Q1). In the management contract with the board manager and in the Business Plan, growth towards 130 students in 2017 was planned by keeping the existing Denise students and catering for new (migrant/expatriate) students in the Netherlands (G31:p.1, G43ii:p.4). The Denise budget shows that this number has already been exceeded with more than ten students in October 2014 (G32:p.2).

(iii) *Coping with internationalisation of education concerns*

A Denise student thinks that '(...) it would have been better if we would have been together [with Dutch students] because it would have helped to learn Dutch more quickly' (G34:Q1, 3 and 6). A teacher said: '(...) We want to be *attractive for both groups, expats and Moroccan youngsters* who will settle. That's tricky.' (G37:Q2). According to a Denise parent '(...) the international community (...) has less chance of integrating (...) You may put them (...) at a disadvantage, compared to the locals (...) in terms of ability of moving on with their academic development (...)' (G39:Q3). He added that these families are '(...) prevented from developing a strong local fluency in the local language. (...) the building of local roots.'

(G39:Q4-6). When addressing parents' concerns regarding academic development, the principal finds it hard to explain the need to settle first (G40:Q5 and 9).

A Denise teacher feels that 'Internationalisation gets bogged down in language issues often.' (G37:Q3). She added that (...) the level of the students who attend our school is not up to standards. Some are at a higher level but don't progress as can be expected. They are held back by students who progress at a slower pace or who first need to work on their language.' (G37:Q9). A parent expressed the same concern (G38:Q3-4 and 9). In the eyes of a Denise student (...) the level is not the same, but lower, compared to a Dutch school' (G34:Q8). The Denise teachers agree that internationalising education '(...) can often be superficial' (G36:Q3, G37:Q9), because certain projects '(...) did not go much further than (...) sharing breakfast pictures' (G37:Q3).

The Denise primary school teacher said: '(...) we give them [the students] a stage and we show them that their culture and their language is [*sic*, are] very important. (...) just as important as *English language or English culture or American culture*.' (G36:Q5). She continued to say that 'You maybe think it's about different countries. And truly it's not. (...) There's not such a thing as a non-diverse group. (...) international schools are not that different, in that sense, from other schools.' (G36:Q8). At Denise '(...) the student voice is not strong enough (...) that is working better in the secondary', according to the same teacher (G36:Q9). The Denise secondary teacher feels that that there is 'the danger of students becoming demotivated. (...) to work together. It hardly ever happens though. No idea why.' (G37:Q4). The principal is worried about '(...) *creating [national] boundaries* (...) we don't exactly know how we are going to do things.' (G40:Q3) and about realising (...) the personal goals (...) We don't know yet how to achieve those aims really (...) (G40:Q9).

#### (iv) Aiming for excellent schooling

A Denise student wants to be learning 'Not only from books (...) but [to be] learning something for life, a value (...)' (G35:Q7). The other student and a teacher said that '(...) internationalisation, and **meaningful education** are pretty much the same. (...) feeling empowered (...) Critical thinking (...) creative thinking (...) willing to take risks' (G36:Q13, G37:Q8). According to the same student 'Learning determines who you are (...) So you know what kind of role you can play in society.' (G35: Q13). Both teachers agree that excellent schooling includes 'learning about yourself' (G36:Q7, G37:Q8).

The Denise Business Plan aims for students to be learning in and **contributing to the wider Amsterdam community** (G43ii:p.3). The principal said that excellent schooling helps (...) to create communities, large and small, which are prepared to help one another' (G40:Q7). A Denise student stated that 'As a student I just need to show what I am learning here.' (G35:Q5). The other wants 'To get an education [and] **a job** that I want' (G34:Q7) and expects teachers (...) to be able to explain wel. (...) And that they can give you useful advice to improve.' (G34: Q12). One parent wants a good job for her children and considers **knowing more languages** as key to that aim (G38:Q6-7). The other parent wants Denise 'to develop the ability to learn' (G39:Q7-8). A teacher wants students to '(...) belong somewhere, have (...) knowledge, a diploma. (...) And skills like, cooperation (...)' (G37:Q7).

Over seventy percent of the Denise secondary students who responded to a school questionnaire was positive about their education, educational outcomes and school atmosphere. Over two out of every three Denise secondary students responded (G43i:p.1).

The management contract with the board manager defines the Denise concept of schooling as a 'Vertically aligned international **curriculum covering the Dutch primary and secondary**

**core curriculum aims'** (G31:p.1). The Business Plan refines this as a '(...) linear, stage [i.e. not age-] based curriculum organised in modules and determined by the development and ability [i.e. not the age group] of the student.' (G43ii:p.5 and 8). This is confirmed in the School Guide (G33:p.7). According to the management contract Denise want to liaise, internationalise and develop **educationally sound ICT** with other Esprit schools, and with schools in- and outside of Amsterdam (G31:p.1 and 2). The budget states an over 100 Euro ICT investment per Denise student (G32:p.2). 'It just helps you **to be connected** with anyone at any point. It also gives people **equal opportunities** (...)', said a teacher about the use of technology (G36:Q2). The other teacher wants to prepare children for the future '(...) in an innovative way' (G37:Q8).

#### **(v) Adopting an international dimension to education**

For one Denise student, the aim of an international dimension to education could be to '(...) be more in contact with different cultures (...) becoming more of a sociable person' (G35:Q1 and 8). For a Denise teacher it could be '**to get in touch' with others** (G36:Q1). In the lessons an intention to compare and contrast different activities and cultures was observed (G41:iic and G42:D1). All Denise teachers and parents said that internationalisation of education should teach the students how to **deal with diversity** (G36:Q2, G37:Q13, G38:Q1 and 8, G39:Q8 and 11). I observed that there was limited room for deviation from the teacher's preconceived ideas (G41:D2), but also that the teacher had an open mind regarding the didactic use of her own weaknesses and the outcomes of the students' learning (G42:D2). Several Denise stakeholders expressed that internationalisation of education is about teaching '(...) tolerance, empathy, open-mindedness and accepting the Other.' (G36:Q6,

G38:Q9, 11 and 13). A Denise teacher wants her teaching to be about 'socialisation (...) to function successfully in groups' (G36:Q7). Denise should be a place 'where everyone feels at home (...)', according to the principal (G40:Q2), and a place where every student can be 'human in his own unique way' (G40:Q11-12). The Denise School Guide describes Denise education as based on acknowledged and valued differences and diversity of the students and staff (G33:p.9). This is confirmed by one teacher (G37:Q11-12). The other teacher emphasises the need for a teacher to showcase 'respect' (G36:Q11). This was also observed in her lesson (G41:P4a). An observing, not a judging, teacher's attitude towards different cultures was also observed (G42:P3).

The parents (G38:Q2, G39:Q2) emphasise the need **for a strong (Dutch) language development** as the aim of an international dimension to education. Denise aims to be using the CEFR [Common European Framework of Reference, BP] (G33:p.21-22). According to a Denise student an international type of education teaches 'To speak English. To accept other cultures (...)' (G35:Q8). The School Guide claims that language learning should be based on practical action (G33:p.23). A Denise teacher wants to keep her teaching 'real' (G36:Q2, 9 and 11). A focus on the product was observed, not so much on the (reflective) process (G42:P4). The School Guide espouses a focus on social and cognitive language development (G33:p.25), supported by streamed Dutch immersion, bilingual, team- and dual language teaching methods (G33:p.11 and 13), '(...) because we live in Amsterdam and want to communicate with the whole world.' (G33:p.5). A Denise student said that Denise '(...) mixes Dutch culture with your own. You know and accept new things and ideas from different people, take an open stance towards the world, without forgetting where you came from.' (G35:Q2 and 10). A Denise teacher mentioned the importance of a student's identity (G37:Q13). Room for learning about literature in the students' own home countries was

observed (G42:ib, C6). It was also observed that 'culture' was predominantly perceived as expressed in language (G41:P3).

According to a student and a parent internationally minded teachers are 'in contact with the outside world' (G35:Q11, G37: Q11), they speak their languages well, are nice to others and are a 'reliable source of knowledge' (G35:Q12). They teach (migrant/expatriate) Dutch students with a 'global mindset' (G31:p.1) in an innovative way 'by nature', according to a teacher (G37:Q8). The other teacher believes that the use of multiple intelligences is a feature of an internationally minded teacher (G36:Q11). I observed that space was given to the students to use different means of communication (G42:P4). Denise teachers use **international and internationally acknowledged curriculums**, according to the management contract and a parent (G43ii:p.3, G39:Q8-9). I observed that a well-articulated set of IPC goals was used by one teacher (G41:C5) and a broad and flexibly used IMYC unit by the other (G42:C5). **It is espoused** in the School Guide that there is a development of **intercultural competences** (ICC) via the 'international mindedness' goals of the IPC and the IMYC (G33:p.7, 9 and 14-15). The principal stressed the need for internationally minded teachers who teach for a 'A better world (...) for a next generation' (G40:Q13).

The School Guide states that 'Not only academic learning goals, but also personal learning goals, like cooperation, adaptability and inquiry.' are important (G33:p.5, 7 and 15). A Denise parent confirmed this (G39:Q9). **I observed that academic, more than non-academic objectives were considered important** by the teacher (G41:D1 and C6). The management contract and Business Plan state that the development of explicit core 'international education' values, i.e. world citizenship, character development and inquiry, is important for Denise (G31:p.1, G43ii:p.3). A Denise teacher said that internationalisation is done 'To

develop world citizens.’ (G36:Q1) and ‘to be active citizens (...) combat stereotypes’ (G36:Q2). A student stated that a teacher should teach ‘more than just the subject, yes’ (G34:Q10). According to a teacher and a parent, the **IB Learner Profile is of crucial importance to all the Denise programmes** (G36:Q10, G38:Q10). The other teacher and parent said the IBLP represents necessary ‘restyled 21st century skills’ (G37:Q10), to be used ‘For all your life!’ G39:Q10-11). The IPC and IMYC personal goals are considered ‘very similar’ to the IBLP and would be supported by the principal as the aim of all the Denise programmes (G40:Q10). I observed that limited importance was attached by the teacher to the espoused underpinning principles of reflection and being a global citizen/ conscientious chocolate consumer (G41:ia, ic, P4 and C6b).

#### **(vi) Developing professionally**

A parent and the principal said that good internationally minded teachers speak **good English** (G38:Q3, G40:Q12). According to a teacher and the same parent they should also have also have an ‘intercultural competence (...) transferable attitudes, skills and knowledge (...) [and to be able to] talk to people who have very different opinions and to also learn to have (...) a dialogue yes.’ (G36:Q12, G38:Q12). The other parent believes that ‘(...) it runs deep for whoever has developed the IB diploma (...) stimulating the research over topics. (...) inquiry (...) share the philosophy (...) it’s the teachers who are in the front line’ (G39:Q12-13). The other teacher stressed the importance of being able to use resources ‘focused on the Netherlands and other countries. Also without stereotypes.’ (G37:Q12). The principal thinks that the internationally minded teacher ‘should take an active interest in the world around them’ (G40:Q12). In the management contract the organisation of the professional



development of the whole team is agreed (G31:p.2) with more than 1250 Euro per one full-time job (G32:p.4). The principal would like Denise teachers to 'able to **look beyond the prescribed method and curriculum**' (G40:Q11) and agreed with the board manager to involve the other Esprit schools in the development of the international character of Denise (G31:p.1).

### *Summary*

Below, I summarised the Denise response to national and international challenges and concerns, in (i) to (iii) in an Esprit internationalisation of education 'field':

-coercive pressures were perceived to emerge when Denise was expected to meet certain financial and facility challenges as well as when a lack of suitable and quality education standards for migrant students was observed;

-mimetic pressures were perceived to emerge when Denise was expected to keep and strengthen an Esprit top market position with regards to internationalised education.

Challenges were also experienced when modelling Denise's location in a sphere of preferences of being a push factor (for students going abroad) and pull factor (for businesses coming to the Amsterdam region); in a sphere of being attractive for both expatriate and Moroccan youngsters; in a sphere of stressing the importance of national and personal boundaries, and in a sphere of navigating between the dominance of Anglo-American language and culture, and the home language and -culture of the students;

-normative pressures were perceived to emerge when the education at Denise was expected to help settling migrant students in a Dutch national context.

I summarised the Denise policy agents' expectations for schooling and their actions regarding policy, curriculum and pedagogy, in (iv) to (vi), specifically regarding the IB Learner Profile (IB, 2013) and professional development, as follows:

- the IB Learner Profile was not considered as an alternative to education in the national context;

- the IB Learner Profile was considered to be of crucial importance to all Denise programmes. However, as with the espoused importance of teaching intercultural competence (ICC), in practice academic objectives were observed to be more important. International and internationally acknowledged curriculums at Denise cover the Dutch core curriculum aims, but teachers are expected to look beyond the prescribed method and curriculum.

Internationalisation of education is mainly seen as a supplement to the national curriculum. It was said to make education more meaningful, also in the sense that it contributes to the wider Amsterdam community. Furthermore, internationalisation of education, with the help of the connectedness offered by an educationally sound ICT, was considered to help with finding a job, with developing a strong (Dutch) language ability, with getting in touch with others, with dealing with diversity, and with providing equal opportunities.

#### **4.4 The Europaschool**

##### *(i) Coping with challenges within the Dutch context*

The Europaschool students and parents think that an international dimension to their school will help to grow (G46, G47, G50:Q2), 'to create a name or a brand (...) to be on top' (G51:Q1) and 'have more money' (G46:Q2). The 2015 *budget deficit* is 2,1% (G45:p.2) and

according to the management contract and the annual budget, it is uncertain whether enough rental subsidy will be forthcoming from the municipality (less than half of the rental costs are subsidised, G45:p.3 and 4) to finance growth and space for after school activities, extracurricular foreign language teaching and extra migrant students (G44:p.3 and 7). One parent said that she hopes that more internationalised education will 'attract students as well as teachers' (G49:Q2) and the principal hopes it will 'keep our education interesting (...) looking for the international ingredients within [our] school's profile' (G52:Q2-3). According to the management contract with the board manager, the Europaschool is having some difficulty balancing quality foreign language teaching, staffing and finances (G44:p.7). The 2015 budget and the 2012-2016 School Plan indicate that staffing costs are high and that an increase of language tuition fees is necessary (G45:p.3, also G55:p.30). Both these documents also indicate the school's difficulty with balancing the professional development of teachers, teacher promotion costs to a higher pay scale and the available finances (G44:p.3). The professional development budget and the electricity bill of the Europaschool are the same and amount to 444 Euro per full-time job (G45:p.4). According to the School Plan, the *multicultural, internationally oriented Amsterdam society* is something for students *to be prepared for* through learning about, through and across different languages and cultures: they need to learn who they are and *how to be a world citizen* (G55:p.9-11, p.14). One parent thinks that internationalisation helps new residents 'to integrate into the Dutch system fairly quickly' (G51:Q2). The other parent sees the stand-alone character of the school as a challenge and considers internationalisation as a way for the Europaschool to work together with and learn from other Esprit schools and, for the students, as a way to 'exchange more easily between [them]' (G50:Q1-2). She also said that the freedom of education and the lack of compulsory religious, denominational or value education in the

Netherlands, makes it easy for non-religious parents to underestimate its importance: this challenge can be met by more international schools (G50:Q13).

(ii) *Coping with challenges outside of the Dutch context*

The students, a teacher and a parent said that internationalised education is an answer to the needs of a *high number of incoming students* (G46, G47, G48:Q1, G51:Q2). The parent added that it is about dealing efficiently yet humanely with high human mobility numbers educationally, but also financially and administratively (G51:Q13). The school's website indicates that the Europaschool has a focus on Dutch language education for migrant students who don't speak any Dutch at all (G56ii). According to the principal 'the world enters every household (...)' and that it is a challenge to 'frame this in such a way that children become worldly-wise (...) [and] understand each other' (G52:Q3 and Q13). She also believes that her students should learn how to engage with a multicultural city as '(...) a civic assignment (...) this idea of citizenship' (G52:Q1-2). One parent hopes that internationalised education helps with a 'broader perspective' in an age when '*The world's cultures are becoming more homogenised.*' (G51:Q8 and Q9). Both parents consider an international dimension to education as helpful to study abroad in *a globalised world* and for their children 'to become more international in their scope (...) have *more options available* to them (...)', using the more readily available interconnectivity (e.g. Internet), mobility and the English language (G50:Q1,Q13 and Postscript, G51:Q1-2). A Europaschool teacher thinks that internationalised education makes education, especially language education, more useful in the rest of the world (G49:Q1). Also in the School Plan the importance of language learning, intercultural and international cooperation, understanding and interdependence is

highlighted (G55:p.10). The principal described the Europaschool's teaching of '(...) languages (...) [as] education which crosses borders (...) increase their [students'] possibilities, also abroad' (G52:Q2).

(iii) *Coping with internationalisation of education concerns*

The Europaschool students expressed eagerness and some concern regarding the migrant students' ability to catch up with the Dutch language (G46, G47:Q3). A parent confirmed *the importance of (Dutch) language learning* for internationalisation at the Europaschool (G48:Q2). A teacher wondered whether Dutch language (vocabulary) development issues of the students are related to their multilingualism (G49:Q3). The School Plan points out that the language development results of the students are rather random, especially in the Early Years (G55:p.56). The combination of internationalised education and learning Dutch is attractive for Europaschool parents, according to the School Plan (G55:p.6). A student thinks that learning the Dutch language and catching up with the rest of the programmes can be tricky (G46:Q3 and 4). He also thinks that this makes it '(...) hard for them to make friends' (G46:Q9). I observed that the one student in a class with English as his best language seemed rather isolated (G54:D1). A teacher (G48:Q3 and Q6) and a parent (G51:Q1) share their concern that 'international citizens (...) [can] become unrooted and disconnected (...) [and that] social dynamics amongst kids (...) may affect their learning or their attitudes towards school' (G51: Q3). A parent wonders whether internationalisation is financially possible, given the fact that international schools are often fee-paying schools (G50:Q2). She is also worried about the *commodification of 'the international school'* (G50:Q3) and that there is not enough opportunity for formative education or teaching the values of the IBLP

(G50:Q10) because ‘these *standardised tests* are in the way’ (G50:Q9). The other parent is concerned about ‘the portability of the education’ and the [Dutch] ‘tendency *to stream the kids very young* (...)’. He thinks that ‘they are not going to pass the Group Eight test [standardised test before it is decided where, i.e. which track, students go after primary school, BP] (...) So they’re going to end up in a lower stream’ (G51:Q4). The principal spoke of the challenges of *parental pressure*, the increase of bilingual schools in the neighbourhood and the perception of internationalisation as bilingual education, which encourage her ‘to keep on innovating, and do things our way (...) [or] *end up as a white, elitist bilingual school*’ (G52:Q3-4). The School Plan indicates that the Europaschool feels obliged to perform under the influence of internationalising pressures and high parental expectations, to provide appropriate individual talent development for the students (G55:p.10). A parent said she expects more communication about aspects of the school’s education that are new to parents like her (G50:Q4-6).

#### **(iv) Aiming for excellent schooling**

One Europaschool student aims ‘To learn and do more with that learning.’ (G46:Q7) and a teacher and the other student expect the school to prepare students for a good job (G47 and G48:Q7). Apart from a good job, the school should also aim for its students to go to college, to have a good life and to be successful, according to the student (G47:Q7). The principal dreams about connecting her school with a secondary school or a university (G52:Q5). The teachers want their students to ‘experience happy moments’ when they know they are improving (G48 and G49:Q7), to be prepared for society and to be independent (G48:Q7). The principal said she wants the students to develop personally and to learn how to make

well-informed choices independently (G52:Q7). The School Plan indicates that successful Europaschool students are **‘worldly-wise students’ who are cognitively, socially and emotionally independent, confident, respectful and knowledgeable about other cultures** (G55:p.11). The school should first and foremost teach ‘the basics’ well, such as reading, writing and maths (G50:Q7), according to a parent. Two different documents indicate that according to the school, the IPC approach should help teachers to better deal with different learning styles and interests (G56i:p.9, G55:p.19). On the website (G56iii) it says that the IPC themes and the language curriculum offer useful possibilities for further integration, such as the teaching of a different language through a different country’s perspective. The teaching of foreign languages should start at an early age using the CEFR [Common European Framework of Reference, BP], according to the School Plan (G55:appendix 1, p.44-53). The Dutch inspectorate concluded that there needs to be more systematic attention at the Europaschool for quality assurance processes, for example regarding pedagogic and didactic standards (G56i:p.9-10). The other parent expects the school to ‘help the child to know themselves and to be able to express themselves and to be challenged in order to evolve [and to] (...) end up **being a productive, happy, well-rounded individual who can contribute to the society.**’ (G51:Q7). I observed that **students were learning to participate, to cooperate and to physically move as a means of non-verbal communication** (G54:ia and iic). The school is working on all recommendations of the Dutch inspectorate, according to the management contract with the board manager (G44:p.2), including a more systematic attention for student support processes. This pertains especially to possible underlying motivational and social-emotional causes for behavioural and cognitive issues (G56i:p.7-9).

**(v) Adopting an international dimension to education**

There is ‘(...) hardly any difference. [but] (...) more work (...)’, when comparing education with and without an international dimension, according to a student (G46:Q8). He does think that **language education** makes education more international (G46:Q9). The other student stated that international features of education are about ‘(...) what my normal classes are doing (...) [and particularly] language development (...) for migrants’ (G47:Q8-9). A teacher said that education **with and without an international dimension is ‘(...) more or less the same’** (G49:Q8). A student expects an internationally minded teacher just to be ‘a good teacher’, ‘super patient’ (G47:Q12-13) and ‘to be more open minded for the possible differences (...) that are there with an international group of students (...)’ (G47:Q11). A teacher also underlined the importance of open-mindedness, but also listening skills (G48:Q11-12). He and a parent stressed the importance of learning **how to deal with someone who is different** (G48:Q9, G50:Q11-12). The School Plan describes this communication skill as a practical way to internationalise education and educate for world citizenship (G55:p.18).

The principal wants Europaschool teachers to be **‘using the diversity of our student body (...) because it’s there (...) an enriched learning environment’** (G52:Q2). I observed that a teacher encouraged her students to look for and carefully listen to differences (G53:D1 and C6) and that her lesson was mainly geared towards learning about differences (G53:D2). This teacher said that she wants to ‘teach the students that things happen differently in different parts of the world’ (G49:Q11). She would welcome a consistent **use of the IPC [personal and international] learning goals, similar to the IB Learner Profile** (G49:Q10). The importance of ‘a broader perspective (...) experiential learning of different cultures and perspectives (...)’



was emphasised by a parent, ‘as the kids are just kind of thrown in with kids from other cultures (...) You don’t have to make it all structured (...)’ (G51:Q8-9). He pointed out that schools shouldn’t take on ‘roles that really the parents should take on (...)’, and that it wouldn’t be wise ‘to put another thing [teaching towards the characteristics of the IB Learner Profile] on teachers to do (...) **not to the extent that it’s going to be a whole other separate curriculum**’ (G51:Q10). The other teacher said that structuring internationalisation of curriculum by adopting the IB Learner Profile is ‘too much work (...) [because these] sub aims (...) already happen (...)’ (G48:Q10). A student said that he is positive about the IB Learner Profile because he would ‘(...) learn much more (...) Not just the things you need for your head (...)’ (G46:Q10). According to the principal ‘Schooling and upbringing are two sides of the same coin.’ (G52:Q10). She believes in the teaching towards personal development and making well-informed choices independently, because ‘**These aims apply anywhere in the world!**’ (G52:Q7-8).

The international dimension of education at the Europaschool is ‘focused on languages’ and the use of the IPC, according to a teacher (G49:Q2 and Q8). A parent said that ‘The English language thing is so dominant.’ at the school (G51:Q9). The other parent thinks that ‘it would be nice that the formative development of children is looked after (...) to further the understanding of different countries and cultures’ (G50:Q7-8 and Q12) through bilingual education (Postscript G50). The principal aims to adopt ‘more differentiation’ and ‘less of a “sage on the stage” approach (...) unfortunately centred around the formal curriculum (...)’ and this explains why ‘we are experimenting with the IPC, of course’ (G52:Q9). The School Plan states that the IPC’s international character fits the profile of the school (G55:p.19) and the website indicates that the school aims to develop the student’s international perspective, using explicit IPC international goals and the diversity of the student body

(G56iii). I observed that the IPC was used (G53:iic and C5) to 'learn by doing', mainly by winning discussions (G53:D2 and P4). During this lesson a lot of freedom was given by the teacher to explore and commit to issues which touch on the lives of many (G53:P3 and C6) **yet the students' reflective questions were mostly left unexplored** (G53:P4). Questioning each other's sources of information, motives, and values was not part of this lesson (G53:C6). In the other lesson a strong focus was observed on the execution of the teacher's instructions and well-prepared (subject) expectations (G54:P3, P4, C5 and C6). **Differences** (e.g. in performance) **between the students were hardly reflected on** (G54:P4).

#### **(vi) Developing professionally**

The students, a parent and the principal think that internationally minded teachers should be taught to **'teach in different languages (...)** [as] a welcome extra.'**'** (G46:Q11 and 13, G47:Q12, G50:Q11-12). The principal added that they should be 'at least teachers who have the nerve to speak with parents in a different language (...) than their own' (G52:Q11). According to a Europaschool teacher it is important for a teacher to learn how 'to deal with parents you find difficult to deal with' (G48:Q13). A student thinks that an internationally minded teacher has a focus on the 'ongoing improvement that is happening in different areas of the students (...)' (G47:Q10). I observed that a teacher provided new opportunities (i.e. showed planned discontinuity) when an exercise proved too hard. He encouraged a **'can do' mentality, exemplified cooperation and connected with the students** (G54:D2 and C6), despite his own reservations (G54:P4).

Europaschool education can be improved by more differentiation in and between home groups (G49:Q9), according to the other teacher. She also said that **the IB Learner Profile is a**

**‘minimal requirement’ for the internationally minded teacher** (G49:Q12), who needs to ‘(...) know (...) care about (...) [and be] connected to the rest of the world’ (G49:Q12-13). A parent thinks that a teacher should have ‘role-modeling traits as exemplified in the [IB] Learner Profile’ (G51:Q11-12). The other parent expressed the need for a teacher to be competent at organising activities, so that the students ‘feel included and connected [and] (...) take a much bigger view of things’ (G51:Q11). The School Plan indicates a clear, Esprit-wide desire to increase staff schooling and mobility between the schools (G55:p.27). In 2014-2015 the first Europaschool teacher trainees learn and work at the Denise primary school. In the management contract with the board manager the principal aims to organise whole school IPC training as well as to work more closely with the AICS as a teacher training school (G44:p.4). The principal wants to train and work with ‘Curious teachers, about themselves and the world around them. (...) not stuck in their own ways of doing things (...) an attitude of inquiry (...) reflection on culturally determined norms and actions (...) appreciating various perspectives means acquiring an open mind.’ (G52:Q11-12).

### *Summary*

Below, I summarised the Europaschool response to national and international challenges and concerns, in (i) to (iii) in an Esprit internationalisation of education ‘field’:

-coercive pressures were perceived to emerge when the Europaschool was expected to work with a budget deficit, a high number of incoming students and expectations with regards to standardised tests and early streaming;

-mimetic pressures were perceived to emerge when the Europaschool was expected to work with the opportunities that come with globalisation and homogenisation (e.g. English, Internet) and commodified parental notions of 'the international school' (e.g. white, elitist, bilingual and portable form of education);

-normative pressures were perceived to emerge when the education at the Europaschool was expected to prepare students as world citizens for (tensions within) the multicultural, internationally oriented Amsterdam society, and to give (Dutch) language learning central importance.

I summarised the Europaschool policy agents' expectations for schooling and their actions regarding policy, curriculum and pedagogy, in (iv) to (vi), specifically regarding the IB Learner Profile (IB, 2013) and professional development, as follows:

-the IB Learner Profile was not considered as an alternative to education in the national context;

-the IB Learner Profile was considered to be a 'minimal requirement' for the internationally minded (IM) teacher. In addition to that, an IM teacher was imagined as being able to teach in different languages and showcasing a 'can do' mentality, cooperating and connecting with a diverse body of students. The IBLP was regarded as similar in its usefulness for the IM teacher as the IPC personal and international goals, yet generally not to the extent that it should be taught as a separate curriculum. The character traits of the IBLP were seen as applicable anywhere in the world, and therefore very important. The learning of these traits was sometimes observed (e.g. 'reflection' was not observed, 'communication' and 'cooperation' were). Internationalisation of education is mainly seen as a supplement to the national curriculum and in the interest of schooling for global citizenship. This implies

expectations for students to be productive, happy, well-rounded individuals who can contribute to the society. They are expected to be 'worldly-wise' (i.e. independent, confident, knowledgeable and respectful about people who are different or who are from other cultures).

#### **4.5 Mundus**

##### *(i) Coping with challenges within the Dutch context*

A reorganisation plan is in place, and is being monitored according to the Mundus participation council minutes (23-10-2014, G70: item 10. Reorganisatieplan) with a budget cut of 1,6 million Euros, about 38 full-time jobs (G57:p.14). The Esprit School Group is helping out with about ten percent of the required *budget cut* from the Esprit reserve fund (G58:p.2). This reorganisation is part of an improvement plan which started in 2011-2012 (G69:p.59-60). The Mundus students think that internationalisation of education is for innovation, improvement (G60:Q1) and for the students to do well (G61:Q1). School inspectors stated that the students have a typical metropolitan, multicultural background (G59i:p.6). Half of the Mundus Kader pre-vocational track students are from a poor area in Amsterdam and they join Mundus at the age of fourteen, as migrant students, or after dropping out from the most cognitive -i.e 'theoretical'- pre-vocational track of other schools (G59ii:p.9). According to a teacher, an international dimension to Mundus' education is expected to '*help students from many different backgrounds getting their diploma (...) they are behind with the Dutch language or because they have problems at home.*' (G63:Q2). The 2013-2016 School Plan also acknowledges that students have problems at school with authority (G69:p.10) and that this is part of a 'triangular, pedagogical mismatch between

street-, home- and school culture' (G69:p.63). In the Mundus participation council (12-3 and 26-3-2015, G70: item 03.Reorganisatie) the aim of having less street culture impact on Mundus' school culture was discussed in the form of compulsory formative education modules. Also student safety concerns feature twice in minutes of the Mundus participation council (11-9 2014, G70: items 02. Bezoek wethouder en contacten met de Gemeente and 03. Inspectierapport). A parent believes internationalising education at Mundus is aimed at 'good teaching' (G65:Q2 and Q13). The minutes of the Mundus participation council show that the school is tightening quality assurance control measures, and that teachers are being trained (29-1-2015, G70: item 04. Vakbekwaamheid) and that they can lose their job (11-12-2016, G70: item 06. Konsekwenties Kwaliteitsverhoging). I observed that a teacher lacked authority because of weak subject knowledge and differentiation (G68:C6).

The principal said that 'Education is still quite inward-looking (...) A new society is being created, more outward looking (...) we need to provide our students with the necessary tools' (G66:Q1): internationalisation of education being one of them. The teachers believe that because 'We live in Amsterdam (...) [international mindedness is] a prerequisite for much needed dialogue and mutual understanding.' (G62:Q13 and G63:Q1). One teacher was said to have been discouraged to take the students out of school to meet other people, because of logistical and safety considerations (G68:D1). In the management contract with the board manager it says that the Mundus principal is committed to a 'School culture 2.0', which stands for a safe and 'more modern school culture in a metropolitan context' (G57:p.6). The management contract also states that the international character of Mundus (i.e. there are more than fifty nationalities at the school and *students are expected to settle in and find a home from anywhere in the world*) is a 'unique selling point' (G57:p.7). The students think that an international dimension to Mundus' education is expected to attract

more students (G60:Q2) because it is 'good for the school's reputation [to be] better than normal schools' (G61:Q2). A parent (G65:Q2), a teacher (G62:Q2) and the principal (G66:Q1) said they consider it as a positive way *to distinguish the school and improve its reputation*.

From the school year 2014-2015 an important Dutch law has changed the way primary schools advise secondary schools about the level of Group Eight (i.e. twelve year-old) primary students going to secondary schools (TK, 2015: 1-2). Their advice for a certain track (i.e. pre-vocational, higher secondary, pre-university) has become more important than the score of a standardised (e.g. CITO-) test. In principle, and according to the 2013-2016 School Plan, *Mundus wants to accept an enormous range, if not all all sorts of students* who apply, as long as they can look after themselves, answer to its student support and academic level profile (e.g. an IQ between 55 and 130) and as long as there is space (G69: p.4). In the management contract with the board manager, it states that this requires more communication with primary schools and cooperation with Marcanti, an Esprit partner school: the aim is to be able to provide enough well-informed options and appropriate streaming for current and future Mundus students (G57:p.4-5). Marcanti also offers the least practical and most cognitive -i.e 'theoretical'- pre-vocational track, in addition to Mundus' PRO, BBL and Kader pre-vocational tracks (in order of decreasing practical and increasing cognitive student expectations). *A more systematic approach to setting assessment levels (G59ii:p.9), analysis of learning outcomes and streaming of students is required* for Kader pre-vocational students, according to school inspectors (G59ii:p.8): the quality of their education is now labelled as 'weak' (G59ii:p.5). Also Mundus itself, according to the 2013-2016 School Plan (G69: p.7-8), aims to work harder on better learning outcomes and more differentiation. *Mundus' quality of education and even the legitimacy of Mundus is at stake* (G69:p.65-66). The learning outcomes of the PRO pre-vocational students are hardly, or not

available (G59i:p.3) and those of the BBL pre-vocational students have been inconsistent in the recent past (G59iii:p.7). School inspectors concluded that part of the explanation is the 'typical metropolitan, multicultural background' of the students (G59i:p.6, G59ii:p.8, G59iii:p.7).

(ii) *Coping with challenges outside of the Dutch context*

One Mundus teacher said that internationalisation of education has a clear aim, as there are '70 different nationalities at our school (...) We need to settle all those nationalities in the Dutch society.' (G62:Q2 and Q7). In the Mundus participation council (12-3 and 26-3-2015, G70: item 07. Versnellingskamer en Beroeps College West) *more cooperation and stronger strategic partnership with Denise* was discussed. According to a parent internationalisation is in the Dutch educational system because 'Every child enjoys going to school here (...) that's international (...) I have come from the jungle (...) I was terrified' (G64:Q3-6). The other parent claimed that internationalisation of education aims 'to strengthen language skills. (...) [because] countries (...) have been working together more closely' (G65:Q1). I observed that a largely instrumental curriculum was focused on achieving prescribed task- and skills based goals. The international context consisted of standardised benchmarks, largely aimed at facilitating educational and occupational mobility (G68:C5).

The principal, when asked about the reason for an international dimension to the students' experience, asked herself: '*globalisation* (...) How is this reflected in our schools? (...) People learn across borders, and they move across borders. Influences from abroad (...) force us to think about a response (G66:Q1). She added, regarding the training of internationally minded teachers, that 'It's a challenge to enjoy and keep going in this unpredictable, fast



moving world out there. (...) *our traditional loyalties have gone*. In terms of religion, politics (...) one needs certain (...) characteristics, such as inquiry, more than ever. (...) These come to intellectually developed people more easily, (...) *the social economic layers below (...) in case they are not taken on board (...) we will be left with an elite, no middle class and something down below (...)* So there's a civic responsibility for schools' (G66:Q13).

(iii) *Coping with internationalisation of education concerns*

A student is concerned about 'Too many rules', when asked how internationalisation of education could go wrong (G60:Q3). She also said that she doesn't want Mundus 'to be the lowest level school (...) I want Mundus to be the highest level school (G60:Q4). The other student called Mundus 'not an international school' (G61:Q3). She added: 'I thought I would go to a more higher level education (...) I was told [to improve my] (...) Dutch language skills so you can learn well, but that's not true (...) which diploma exactly do I need when I leave Mundus?' (G61:Q4). The principal thinks that 'it would be an issue if internationalisation would be reduced to bilingualism. I am not sure whether the [Mundus students] would cope, cognitively speaking.' (G66:Q3). A political refugee student, who has learned to speak different languages in different countries, has come to the Netherlands expecting to earn a diploma, but instead she feels restricted by the obligation to study Dutch culture and the Dutch language (G61:Q9). A teacher is worried about *teachers' low expectations* and the temptation to '*box' migrant students into 'lower' tracks of education* (G63:Q9 and Q13). I observed that this teacher had himself low expectations of the students (G68:P4). The other teacher said he is concerned 'about the quality of education that they [the migrant students] deserve (...) [because] some (...) staff don't deliver' (G62:Q5).

According to the latter teacher, ‘students are disappointed here that they don’t see any “Dutch” students’ (...) the Dutch component is missing (...) the Dutch students that attend our school were born here from Moroccan and Turkish parents (...) and the migrant children seem to rank below them (...) “International” does not mean something positive in this regard’ (G62:Q8). The other teacher spoke about *‘an increased risk of bullying (...) between students of majority and minority groups, with different ethnic backgrounds.’* (G63:Q3-4). A parent wondered whether ‘the different student cultures (...) could be too different’ (G65:Q4). I observed that students’ existing intercultural differences, regarding ways of greeting and moving around the classroom, were accepted and acted upon (G67:P3b and 3c). According to the principal ‘Internationalisation (...) is not so much about what the teacher needs to teach (...) but more about what we learn as a group’ (G66:Q1). She also said: ‘My vision for internationalisation does not have enough commitment yet. (...) I will have to accomplish this with a small vanguard of committed and able colleagues.’ (G66:Q9) She added later (Postscript email 5 February 2015, G66) that she feels that this thinking is ‘somewhat one-dimensional. I seem to be thinking too much for my teachers’.

#### **(iv) Aiming for excellent schooling**

For the Mundus students the aims of education are ‘To learn the Dutch language (...) a job (...) a good future (...) a good income’ (G60:Q7), ‘to know what I want to be when I grow up’ (G60:Q9) and to **‘go to university’** (G61:Q7). One teacher wants his students to get ‘a good education’ and to help them **‘getting a diploma** (...) and eventually a job’ (G63:Q7). The other teacher wants them **‘to open up to what is around you (...) [and to be] learning a language’** (G62:Q7). The principal wants the students to ‘relate to their society and to

develop a critical, reflective and versatile take on life' (G66:Q7) and she agreed with the board manager that English language teaching at Mundus needs to be done in a 'more communicative way' (G57:p.7). School inspectors stated that Dutch language teaching needs to be at a level that fits the level of the students better (G59ii:p.5-6 and p.10).

One parent said that good education creates 'possibilities for them [students] (...) but they have to fight for it themselves. (...) To have a good future' (G64:Q7 and Q13). For the other parent 'education has to be fun' (G65:Q4). According to school inspectors the Mundus PRO pre-vocational track has 'a good pedagogical atmosphere' (G59i:p.9) and the Mundus BBL pre-vocational track has an enjoyable 'working atmosphere in the lessons' (G59iii:p.8). A parent thinks that the students need to learn how to help the Netherlands to prosper even more!' (G65:Q7) and 'to understand how grateful they [the students] should be that they receive an education in one of the best countries in the world (G65:Q13).

The management contract indicates that Mundus is working on '**dialogical education**'. The students learn through reflection and work with their talents and passions (G57:p.5). I observed that making assumptions about difference was a preferred strategy compared to questioning it (G67:P3a and C6). I also **observed that a rather instrumentalist take on learning** was adopted, with a focus on winning and getting it right (G68:D2) and **with little or no dialogue** (G68:P4). School inspectors rated the Mundus Kader pre-vocational track lessons as well-structured, due to the use of the ideal lesson format (G59ii:p.9), but they also observed a striking lack of attention for learning outcomes (G59ii:p.11). The inspectors urged for criterion-referenced monitoring of individual teachers, to improve the guidance of individual students during lessons (G59iii:p.8, G59ii:p.9). The management contract with the board manager specifies the use of an ideal lesson format by teachers, the monitoring of this

use by their team leaders, and the reflection on experiences guided by an expert group. This should lead to **consistent teacher involvement, effective and efficient use of lesson time and a systematic approach to the improvement of learning outcomes** (G57:p.2-4). The principal and the board manager agreed that the current teacher sick leave percentage needs to be halved (G57:p.10).

**(v) Adopting an international dimension to education**

A student and a parent respectively think that **internationalised education and ‘Normal education (...) [are] very similar’** (G60:Q8) or don’t differ at all (G64:Q8). The other student said that the international dimension helps with **getting ‘an international certificate [and] to speak English’** (G61:Q8). The other parent referred to ‘the international way, in English’ (G65:Q9 and Q13). Also the principal thinks a student has an international dimension to his experience when he learns how ‘to speak English up to his own potential’ (G66:Q2). I observed that, although the underpinning principles of the lesson were to learn English through fun topics and tasks (G68iic), the students were largely competing with each other without really being interested in getting better (G68:C6). Since 2013, English is compulsory for all students, according to the management contract (G57:p.7). The contract also states that in October 2015, an exchange programme is being planned with the AICS, organising a project week for AICS and Mundus students at each other’s schools (G57:p.7). The principal said that it will be part of ‘a three-week programme called “Language Village”. Together with AICS teachers, (...) Mundus and AICS students bonding!’ (G66:Q5).

In the management contract with the board manager, Mundus is compared to an airport: the students ‘land’ safely from anywhere in the world and find a home (G57:p.7). In this

respect, the contract states that a new programme from 2015 is being planned together with Marcanti, called “**Home culture and identity**” (G57:p.7). The principal said she wants ‘to work with the identity of the students (...) Their life at home, on the streets and at school has become disconnected’ (G66:Q2). According to her, ‘In the past, Dutch education policy developed from education in and about migrant’s own language and culture, towards education in Dutch and about being Dutch. (...) My students can’t tell their own story anymore.’ (G66:Q2 and Q6). I observed that the curriculum includes an effective mix of language, culture and interest levels whilst allowing the students to stay connected to their own background (G67:C5 and G67iia). I also observed that **a teacher was discouraged to make use of the third language** (e.g. Turkish, Moroccan) of the students (G68:P3).

The characteristics of the IB Learner Profile seem ‘good to know (...) because you never know what will happen in your life.’ (G60:Q10), according to a student. The parents are positive about Mundus teaching the characteristics of the Profile, because ‘I teach these at home too’ (G64:Q10) and they ‘bring out the personality of a child (...) a really important job, for a school’ (G65:Q10). The other student thinks that it could help Mundus ‘going to be nice (...) to change’ (G61:Q10). A teacher commented that it ‘looks like another plan! (...) I have seen too many plans’ (G62:Q10). He said that internationally minded teachers are ‘truly interested in and open to other cultures, nationalities and ideas’ (G62:Q11). In the eyes of the principal, the Profile ‘can be turned into great assessment rubrics too.’ (G66:Q10). According to a father an internationally minded teacher has ‘Intelligence (...) [is] respected (...) like a second father! (...) [and is] working in a good system’ (G64:Q11-12). The other teacher feels that ‘**Most of these [IBLP] aims should be normal aims of one’s lesson.** (...) [this is] more useful for students in their daily lives (...) So working with these characteristics could mean an improvement of my teaching practice’ (G63:Q10).

A student and a parent said that internationally minded teachers know how to explain things and know about schools abroad (G60:Q11-13, G65:Q11-12). This father would like his child to be educated **how ‘To learn and work abroad (...) in times of national economic downturn’** (G65:Q8) and he would like his teachers to teach him ‘about certain other countries’ (G65:Q13). An ‘internationally minded teacher is open-minded (...) speaks more than one language and knows a lot of stuff’ (G61:Q11), and ‘he is really doing it in his heart (...) someone who cares and listens’ (G61:Q12), according to the other student. A teacher feels that the international dimension consists of ‘teaching different, migrant students (...) to get along (...) put yourself in their shoes (...) have patience (...) and be able to explain your subject’ (G63:Q8). He continued to say that ‘[internationally minded teachers] have something extra. Very open-minded (...) and focused on getting along with different cultures and levels.’ (G63:Q11). I observed that role-modelling how to engage difference within existing agreements of the teacher was done effectively (G67:C6, D2a and 2b). The principal wants her students **to ‘feel at home in new contexts**, but also [to] have their own critical thoughts. (...) to develop a civic (...) competence. (...) And this is related to diversity and internationalisation’ (G66:Q8). I observed that students were being exposed to different architectural cultures (G67ia, G67:D1).

#### **(vi) Developing professionally**

The Mundus professional development budget is just under 750 Euros per full-time job and the same amount is spent on outside educational experts (G58:p.4). Mundus invests in ‘tailor-made professional development’ (G59iii:p.8), according to school inspectors. The

management contract states that Mundus teachers are being trained in the professional skill of level differentiation, the analysis of assessment results (G57:p.3-4) and that they are taking part in pedagogical masterclasses and train-the-trainer courses to develop a 'more modern school culture in a metropolitan context' (G57:p.6). The contract also states that Mundus teachers are organising lessons to teach AICS teachers Dutch as a second language (G57:p.7). Peer coaching of Mundus teachers is being planned, regarding the use of the ideal lesson format and how to reflect on experiences. This is aimed at consistent teacher involvement, effective and efficient use of lesson time and a systematic approach to the improvement of learning outcomes (G57:p.8-9). Also in the management contract, is the intention to organise performance-related and value-based leadership and management training. This is geared towards a balance between command/control and self-steering teams, and will be done together with the school leaders and managers of Marcanti (G57:p.9). A teacher commented that it would be useful 'to organise a (...) lesson and observe how well a teacher gets along with different students in different situations.' He feels that '**Empathy and patience (...)** **Some extra life and travel experience (...)** **extra vocabulary in different languages** can help too' (G63:Q12). The principal said to be in favour of the training, at Mundus, of internationally minded '**teachers who answer to the same criteria as the IBLP**' (G66:Q11-12).

### *Summary*

Below, I summarised Mundus' response to national and international challenges and concerns, in (i) to (iii) in an Esprit internationalisation of education 'field':

-coercive pressures were perceived to emerge when Mundus was expected to work with a serious Esprit budget cut. There was additional pressure from the authorities on Mundus to adopt a more systematic approach to setting assessment levels, the analysis of learning outcomes and the streaming of students: Mundus' quality of education and even the legitimacy of Mundus was perceived to be at stake. Furthermore, globalisation pressures were felt to threaten the social fabric of the Dutch society, further disadvantaging Mundus students who often come from disadvantaged backgrounds;

-mimetic pressures were perceived to emerge when Mundus was expected to distinguish the school from other schools, stabilise its position and improve its reputation. More cooperation and stronger strategic partnership with Denise were considered as a result;

-normative pressures were perceived to emerge when the education at Mundus was expected to be helping a wide range of students from many different backgrounds getting their diploma; settling in and finding a home; and coping with low expectations ('VMBO phobia', see Chapter 1) at the risk of being 'boxed' into 'lower' tracks of education.

I summarised the Mundus policy agents' expectations for schooling and their actions regarding policy, curriculum and pedagogy, in (iv) to (vi), specifically regarding the IB Learner Profile (IB, 2013) and professional development, as follows:

-the IB Learner Profile was not considered as an alternative to education in the national context;

-the aims of the IB Learner Profile were considered to be normal aims of a lesson. The expectations for internationalised education and normal education were also perceived to be similar. The IBLP criteria were seen as instrumental as criteria for training good teachers.



Teaching with an international dimension was considered to do justice to the home culture and identity of migrant students. I did not observe this in practice however. Also, teaching with an international dimension was considered to be more about learning how to feel at home in new contexts than about learning how to learn and work abroad in times of national economic downturn. Both expectations were expressed however, as well as the importance of getting an (international) diploma and of learning how to speak English. The internationally minded teacher was viewed as someone who has empathy, patience, some extra life/travel experience and extra vocabulary in different languages. In the eyes of the interviewees, Mundus students should be taught to open up to what is around them and to be learning a language, more specifically the Dutch language. Although Mundus education was espoused as dialogical education, with a reflective use of talents and passions, I did not observe this in practice. It was acknowledged that improvements need to be made regarding consistent teacher involvement, effective and efficient use of lesson time and a systematic approach to the improvement of learning outcomes.

## Chapter 5: All schools' data presentation

The focus of this chapter is to present the data pertaining to the researched Esprit schools collectively. It presents the data with regards to the internationalisation of education *across* these schools: one interview with the board manager, four multi-level interviews, the minutes of five Esprit International Steering Group meetings, the professional development activities in the Esprit Centre of Expertise and additional relevant documents. Like in the previous chapter, I grouped the data around six topics relevant to the internationalisation of education process. These topics follow from my three operational measures (see chapters 3 and 4). So, again, I italicised 'Coping with challenges and concerns' in topics (i), (ii) and (iii). These topics follow from my first operational measure: selecting an institutional definition of a 'field' with the Esprit School Group. Again, I highlighted in bold 'Aiming for excellent education' and 'adopting an international dimension to education', in topics (iv) and (v). These topics follow from my second operational measure: formulating expectations for schooling, more specifically regarding the IB Learner Profile (IB, 2013). And again, I also highlighted in bold 'Developing professionally', in topic (vi). This topic follows from my third operational measure: initiating actions regarding policy, curriculum and pedagogy, more specifically the professional development initiatives in the Esprit Centre of Expertise. So, the six topics are the same as in the previous chapter:

- (i) *Coping with challenges within the Dutch context*
- (ii) *Coping with challenges outside of the Dutch context*
- (iii) *Coping with internationalisation of education concerns*

**(iv) Aiming for excellent schooling**

**(v) Adopting an international dimension to education**

**(vi) Developing professionally**

The first three topics are related to the Esprit schools as organisational structures, coping with coercive, mimetic or normative pressures within and outside of the Dutch national context (see chapters 1 and 3). They focus on a degree of isomorphism and pertain to the first main question:

1) How was an international dimension to education adopted in five different schools within the Esprit School Group?

Did the schools become more homogenous in their adoption of an international dimension to their education in order to cope with perceived challenges such as social cohesion and educational equality in the Netherlands? Did they start to resemble one another more when they internationalised their education in order to cope with perceived international challenges such as globalisation, technological developments or a focus on the measurement of educational outcomes? Or did the schools remain largely specific to their own local context?

Topics (iv), (v) and (vi) are more related to the policy agents within the Esprit School Group. They focus on the expectations for schooling and the actions of the policy agents regarding policy, curriculum and pedagogy. These topics pertain to the second main question:

2) Why was an international dimension to education adopted in five different schools within the Esprit School Group?

In order to answer this question, I examined the expectations for schooling and the actions regarding policy, curriculum and pedagogy. I needed to know to what extent the *Esprit International* policy and its implementation was driven by dissatisfaction with some aspects of national education programmes and a desire to create an *alternative* for what is available within the national context. Or was the policy and its implementation representing a desire to merely *supplement* the national curriculum and the students' experience with an international dimension? Was creating an alternative based on a perceived need for continuity of education in other countries or other international schools, or was it based on a perceived need to evade language barriers in the host country and recognition of qualification issues in the home country? Was creating a supplement based on a perceived need to be ready for the global, more competitive knowledge economy, or was it based on a perceived need for global citizenship education? Did the schools internationalise their education for *ideological* as well as *pragmatic* reasons?

### **5.1: The schools as organisational structures: how was an international dimension to education adopted in five different schools within the Esprit School Group?**

To establish the degree to which the policy agents within the Esprit School Group were subjected to structures, I needed to select an institutional definition of a 'field' with the Esprit School Group as my first operational measure. I tested the proposition that due to perceived challenges arising from within and outside of the Dutch context, there is a *prima facie* case of a field theoretic pattern of organisational definition and alignment within the

Esprit School Group. This pattern could indicate a process of isomorphism and consist of a concerted motion between homogenisation and field structuration.

(i) *Coping with challenges within the Dutch context*

*The board manager felt that she had to make the AICS into an Amsterdam success (G71:Q1).*

The directors also acknowledged that they ‘jointly formulated what we feel is important and internationalisation was a part of that at a very early stage.’ (G75:p.5) The board manager also wanted to ‘rearrange the migrant students as another target group within Esprit –one *we had traditionally been market leader for.*’ (G71:Q1) At an Esprit International Steering Group meeting (G76:p.5) this rearrangement was discussed in terms of a ‘newcomers market’ that ‘We want to lead’ and it took the shape of a proposed student exchange between Mundus and the AICS. It was concluded that ‘Mundus might benefit from using the Esprit “brand” (G76:p.5-6). The Steering Group planned the management and leadership of all Esprit schools to meet in order to ‘profile’ Esprit’s international dimension (G76:p.7). The Steering Group also decided that similar international schooling initiatives by other school groups (G78iii) were to be monitored ‘as colleagues’ (G76:p.5 and p.7).

The board manager called internationalisation of education *a taboo* in the Netherlands. In the recent past, it was considered ‘for fancy, elitist expats’ only (G71:Q2). By some cultural historians this consideration is an exponent of a typical Dutch, ‘anti-presumptuous set of collective mentalities’, including the (bourgeois) habitus of trying ‘not to be big-headed and to act normally’ (Pleij, 2015: 183, Shetter, 1987:278). The students expressed their wish for ‘international schools to keep going’ because they don’t want to ‘*suffer by being held back or losing time* [in a transfer to what they called a “normal school”, BP] by having to learn stuff

in a language they don't speak yet.' (G72:p.3) They said that the internationalisation of education would specifically help them work with a *stratified and standardised Dutch education system* to get to the right language level, stream and diploma (G72:p.12). It can 'give you a level so you can get the diploma.' (G72:p.15) However, doubts were expressed as to whether Dutch and non-Dutch students' schooling options would be treated with the same importance by politicians (G72:p.4). The directors said it is important for Dutch schools working on internationalisation 'to let go of the idea of streaming a little.' because 'the IB, for instance, (...) demonstrates that this [mixed ability learning, BP] can be very successful without pinning children to a level at a very early stage' (G75:p.12) They said to be willing to operate 'on the edge of what is allowed and what is possible and what is affordable' (G75:p.11). The directors were concerned about a Dutch [education] system which 'thinks in boxes, [because it] always has and still does'. They said that 'the moment you try to step outside those boxes or won't conform to a box, that's when you have a problem.' (G75:p.4) Parents tended to 'look more at the school than at the [political] institutions' (G74:p.5) The Esprit International Steering Group planned an internationalisation of education visit for Amsterdam politicians to Denise, Europaschool and the AICS (G76:p.3 and p.8).

The teachers observed that there could be tension between the idealism of internationalisation of education and two pressures coming from the Dutch education system. The first is *a focus on the measurement of educational outcomes* (G73:p.2, p.4, p.9 and p.12) and the second is *the expectation* to teach state-subsidised students *to be Dutch citizens* ('the Dutch language and the Dutch way of doing things', G73:p.3-4). The directors (G75:p.2) expressed a need for 'citizenship 2.0, instead of "we should all have that Dutch and then it's going to be ok"' (G75:p.2) and also the board manager referred to the 'uncomfortable situation' [of Dutch people refusing to adjust to an age-old but hurtful

tradition, BP] when she called the Amsterdam Black Pete discussion ‘not a storm in a teacup’, G71:Q12). The parents expressed second thoughts too about, what they called, the ‘typically Dutch school’ where cultural uniformity and a lack of cultural sensitivity would be the norm (G74:p.7).

The board manager saw internationalisation of education as a way to create learning opportunities for Dutch migrant students because they have ‘similar learning needs compared to expat students.’ (G71: Q1) At an Esprit International Steering Group meeting, it was agreed that the Denise, Europaschool and Mundus directors would meet to discuss transition possibilities of migrant students between their schools (G76:p.2). The Steering Group also worked on a teacher conference on Esprit migrant students (G76:p.3) and the charting of all students’ possibilities for transition between the Esprit schools (G76:p.1, p.4 and p.6). The teachers said that ‘It is great that Denise was founded but it is still wrong because that makes Denise a place for people who cannot afford it [an IB diploma, BP].’ (G73:p.7) This inequality of educational opportunity was perceived to be the case because ‘we just don’t have the resources at this point’, they added. (G73:p.10-11) An internal memo from the Esprit legal advisor (G78:i) highlights an Esprit effort to also consider for Denise a financial and facility alternative to the national context, along the lines of existing state funding conditions of Dutch international schools like the AICS, in order to consider a new and viable, ‘hybrid’ schooling version for Denise students.

Also the directors observed that migrant students are ‘able to rise above the social economic situations in which they often find themselves’ (G75:p.2 and p.6) and that ‘while you are a German or Italian in the Netherlands, you can say that identity is very important, but for Turkish or Moroccan people it is really a big problem right now.’ (G75:p.2-3) After the 2014-

2015 school year, the Esprit schools changed their ‘Esprit International’ paragraph. This had not changed, apart from a few minor corrections, since its first publication four years earlier (in the AICS School Guide 2011-2012: 8, see chapter 1). Now published in all the Esprit schools’ guides, and as a result of the last Esprit International Steering Group meeting (9-6-2015, G76: #5, item 6), the updated 2015-2016 version makes for the first time a clear reference to internationalisation of education as a way to meet the challenges to Amsterdam’s *social cohesion* and *educational equality* (see chapter 1): ‘Internationalisation within the AICS and the Esprit School Group is a process with the aim of ensuring that the same quality of provisions and the same degree of access, without social stratification, is available at Esprit schools all over Amsterdam’ (Esprit School Group Archives: 2015). In this regard, Mundus and Denise are working together to create a fast lane [pre-vocational] Mavo class for migrant students (G76:p.7).

(ii) *Coping with challenges outside of the Dutch context*

The Esprit International Steering Group (G76:p.1) considered Esprit educational initiatives with an international dimension with an eye on coping with current *global tensions* (e.g. between Islamic State and its enemies in and outside of the Middle East, and between Russia, NATO and the European Union). International research (Musterd and van Gent, 2015: 69-70) observed increasing segregation in Amsterdam between 2001 and 2011 due to income inequality in response to *globalisation*, *the influx of TNCs* and other direct causes. The directors perceived international impulses as diversifying and enriching. Without them, the Netherlands would ‘all become the same eventually’, and ‘probably be much poorer too.’ So from their point of view, ‘internationalisation does not equal homogenisation in a



negative sense.’ (G75:p.9) An autumn 2014 Amsterdam newspaper reported on a ‘Lack of international schools in Amsterdam’ and included the reaction of the Esprit board manager and the Amsterdam alderman for education. The Esprit board manager said that ‘(...) there is a lot of demand for international education, we have wait lists and we don’t just focus on expats’, G78:ii). ‘Under pressure of globalisation’ (G71:Q2) the board manager expressed in my interview with her too, that she expected Esprit and Amsterdam to contribute to ‘people, families and their children who are internationally mobile, voluntarily or involuntarily (...)’. Alternatively, the alderman for education restricted the scope of internationalisation of education to internationally mobile families voluntarily moving to Amsterdam. She was quoted in the newspaper saying that ‘[there is a] need for growth of the number of Amsterdam international schools and for Amsterdam to be attractive for foreigners’.

According to the students, ‘ (...) if the companies wouldn’t have people moving here all the time, then the school would just be filled with Dutch people who want to speak English.’ (G72:p.10) Also the teachers signalled the *dominance of the English language* in education (G73:p.13-14) The parents said that without international schooling ‘you can’t have an international business in this country’ (G74:p.9). And they said that without *education being ‘transferable’ to any country in the world* (G74:p.9 and p.13), it ‘is like going back 20, 25 years.’ (G74:p.9) The parents generally observed the desirability of one and the same international quality system, where at ‘normal international schools’ it is ‘all the same’, including homework expectations (G74:p.11-12 and p.23) and the benchmarking of standards (G74:p.22 and p.24).

(iii) *Coping with internationalisation of education concerns*

Internationalisation of education is not yet allowing the most *vulnerable Esprit students* to profit from it, according to the board manager (G71:Q2). The students expressed the concern, regarding their 'international' Maths learning, that it focuses too much on *technology and individual learning*. They prefer a 'combination' with books, group work and the teacher's attention to a collective problem level (G72:p.14). The parents said they sometimes perceive a lack of (chronological, G74:p.21, and also standardised, G74:p.22 and p.24) *structure* in the internationalised programmes and their assessments. The teachers said that they are concerned about the professional consequences of *competitive pressures* (e.g. both in a situation of an increase and a decrease in school size, G73:p.11-13). They neither want to work in a 'business as usual school' (G73:p.11) nor in a school 'where there is a crisis going on' (G73:p.11). Also the parents picked up on 'some kind of rivalry', even between Esprit schools (G74:p.14-15).

**5.2: The policy agents and their expectations for schooling and actions regarding policy, curriculum and pedagogy: why was an international dimension to education adopted in five different schools within the Esprit School Group?**

The IB learner Profile (IB, 2013) was selected as my second operational measure because it captures the underpinning attributes and characteristics embodying the plurality of aims and expectations of education in (non-) international schools so well. The ten elements of the IB Learner Profile, to which IB students aspire, are to be: inquirers, knowledgeable, thinkers,

communicators, principled, open-minded, caring, risk-takers, balanced and reflective. The professional development initiatives in the Esprit Centre of Expertise, set up in 2008, were selected as my third operational measure because they are closely linked to the *Esprit International* policy (Esprit School Group Archives, 2013a: 10). I tested the proposition that all schools adopted a general mix of ideological and pragmatic rationales to internationalise their education, but that the specific rationales (i.e. continuity of education, evasion of language and qualification barriers, accessing the global knowledge economy, global citizenship) differ for the selected Dutch Esprit schools, catering for all children in the Netherlands, and the one Dutch international Esprit school selectively catering for children of internationally mobile families.

#### **(iv) Aiming for excellent schooling**

‘In a general sense’, according to the directors, ‘Everything you do is internationalisation’ (G75:p.5), ‘turning the world into our teaching space.’ (G75:p.4) The board manager said that **providing every student with a metaphorical ‘fishing rod’** to ‘work up to his potential’ (G71:Q7), is what education is about. Student transition figures between the five schools after the 2014-2015 school year (G78:iv) indicate that Denise is becoming a popular alternative for AICS and Mundus students. Half of all transitioning Esprit students went from these two schools to Denise. But only a total of thirty students made a transition between the five researched schools. The directors agreed that the work on an international dimension in their schools, on the basis of a ‘visionary set of ideas’, may not be a dynamic on a grand scale yet (G75:p.5). But they also agreed that the schools are doing ‘different things

in a different context in the same way', so 'that in the end, the student has to benefit' (G75:p.5-6).

The students expected for themselves 'to put your best effort into it' (G72:p.17) and for the school to be 'not just for now, but also for later' (G72:p.9). Also the teachers said that education has to be useful to students 'for the rest of their lives' and 'according to the abilities of the children'(G73:p.2). The students, teachers, parents and the directors expected **a school to help them to get on in the Netherlands too and to learn (Dutch and about Dutch culture)** in a friendly environment that makes them 'feel at home' (G72:p.5, G73:p.2 and p.6, G74:p.4 and p.24, G75:p.6). The parents (G74:p.16-17) and the students wanted 'teachers who know what they are talking about' (G72:p.1-2). The teachers thought it is **reasonable to expect from the students to 'discover what they like and what they really want to do'** (G73:p.9) and the different ways and interests involved in the educational process made them think there is 'no such thing as "regular education"' (G73:p.7). The teachers didn't want 'to turn internationalisation into yet another separate culture' (G73:p.8), so in this respect 'every school is automatically an international school' (G73:p.10). Along the same lines, also the directors wanted to adopt a more 'integrated' and 'holistic' view of education and internationalisation (G75:p.6, p.11 and p.14), and 'give it your own twist', 'because otherwise we might all start to do the same thing once again' (G75:p.13). They (G75:p.14) and the parents agreed however, that 'every school should stimulate curiosity' (G74:p.21). According to the directors 'what it boils down to is just what good education is' (G75:p.5, p.9 and p.11-13) So they said it's in 'the way you approach the teaching material and the students.' (G75:p.11-12) Some parents didn't think that 'there is much difference between the local schools and international schools' (G74:p.13), yet they all assumed different quality education indicators of the programmes to be 'Dutch' or

'international', such as programme types (IB, HAVO/VWO, IPC, IMYC, G74:p.13-15), programme's options for continuity of education (Dutch schools, university, G74:p.14-16), nationality of the students following the programmes (Dutch or non-Dutch, G74, p.14), programme content (Dutch history, religion, languages, G74:p13 and p.15) or the programme's language of instruction (Dutch, English, 'bilingual', G74:p.14-15).

**(v) Adopting an international dimension to education**

The board manager described 'international' as **'an opportunity to make something out of their world citizenship'** (G71:Q8), something 'unique in making students think more broadly than in a strictly and standard Dutch context.' (G71:Q8). It was assumed by the directors that internationalisation of education happens 'to make sure of a new generation that takes care of this earth and each other' (G75:p.3) Also the teachers linked the international dimension to a 'broad perspective, which means across borders' (G73:p.1), 'literally the border of the school, but also the borders of your culture and those of your country' (G73:p.3). ).

The teachers (G73:p.15), parents (G74:p.2-3 and p.7-8) and the students said that the international dimension helps to be 'more open (...) -minded' (G72:p.6-7 and p.16-17). The students said that it is different from a dimension of 'Dutch people who want to speak English.' (G72:p.10) and of parents who want to evade the bilingual language barrier early, by helping their very young children 'to learn Dutch and be able to learn English' at 'one of the cheapest international schools' (G72:p.10). The board manager highlighted the 'multilingual' aspect because it 'automatically enables you to cross borders' (G71:Q9). 'What is international about English-language? Nothing.', according to the directors (G75:p.10-12).

The board manager would **like for all Esprit schools something ‘comparable to the IB Learner Profile’** (G71:Q10). One student said that he wants **to ‘become what the IB wants me to become’** (G72:p.3). The parents assumed that the ‘IB [is] strong in every international school’ (G74:6). As a group, the parents and the students both understood ‘resources and contacts’ to be vital to an international dimension to their education (G72:p.7), for example ‘to make friends wherever you come from’ (G74:p.3). The parents added that ‘international schools have the benefit of having an international community around (...) that can bring a bit more to the table eventually.’ (G74:p.21-22)

**A ‘uniform’ international dimension was expressed by parents** (G74:p.9-10 and p.13) and students to be instrumental in order to ultimately tackle language and qualification barriers, i.e. to learn the (Dutch) language, to get to the desired ‘level you are’, to get the desired diploma, and to get where you want to be (G72:p.12 and p.15-16). Parents also expected the ‘principles behind’ an international programme to systematically permeate the teaching and the learning. (G74:p.10 and p.12) For example the IB emphasis on ‘inquiry-based education’ (G74:20) was assumed to be ‘scientifically implemented for that scope’ (G74:p.21) The students also saw an international dimension to their learning as something that helps them to get ‘knowledge, morality, reflectiveness’ (G72:p.16-17), to ‘become critical thinkers’, to ‘easily move around’ (G72:p.10), to ‘be able to settle anywhere’ (G72:p.2), also socially (G72:p.7) and especially when they ‘have been moosing around a lot so they are insecure’ (G72:p.9).

According to the students, internationalisation of education also helps to ‘use certain things’ (‘it doesn’t matter where we are in the world’, G72:p.6), learn ‘the ways from around the world’ (G72:p.6), ‘think beyond your own border’ (G72:p.2), ‘to have that multicultural

environment but get back to your roots and also know what your real culture is –so the combination.’ (G72:p.1) The students also said that being out of a culturally homogenous environment, like your home country or the national school system, makes you see it in a way you cannot when you are in that environment, and that it can strengthen your national or cultural identity (G72:p.11-12). ‘The purpose in general is that we aim **to raise the students’ awareness of their cultural backgrounds’, in order to further their ‘identity development’**, said the directors (G75:p.1-2) The parents (G74:p.2, p.4 and p.7-8), the directors (G75:p.1 and p.6) and the teachers underlined the importance of embracing diversity as something positive for the students and as a way for them ‘to come out of their own group and meet each other.’ (G73:p.5) The students expected an internationalising school to reflect its ‘multiple cultures’ (G72:p.6) and not to ‘have a lot of only Dutch students’ (G72:p.9). It should also be helping ‘to teach you your own language better and also to teach you a different language’ (G72:p.4). Also the parents stressed the importance of ‘a mother tongue and culture’ (G74:p.4 and p.16).

#### **(vi) Developing professionally**

Internationally minded teachers need ‘the skills to dialogue about your own and someone else’s values.’, according to the board manager. This includes a disposition to ‘position’ and ‘question ourselves in uncomfortable situations.’ (G71:Q12). So an internationally minded teacher is more about connecting diverse backgrounds than about ‘connecting with often more privileged students only, and connecting with them across borders’ (G71:Q11). The students and the teachers would like for an internationalising school to have ‘more teachers in different languages’ (G72:p.2, G73:p.8). Teachers should master their language of

instruction well, according to the directors (G75:p.8) At the first Esprit International Steering Group meeting (G76:p.1-2), it was decided that English as a language of instruction would always be a part of the internationalisation and professional development agenda of teachers. Teachers from six different Esprit schools eventually participated (G77:p.1)The students think it would help for the teachers to be 'from other countries' too (G72:p.8 and p.16). The teachers said that they 'need to become aware of that broad perspective' (G73:p.1-2). Visiting each other's schools 'to look around' would help too (G73:p.13-14). They realise that 'teaching internationally' is 'an interaction really', and that it helps to know 'what it is like to be an outsider' (G73:p.6). The parents want them to follow the '[international] system they are supposed to work with' (G74:17). The directors however, expressed that **the process of internationalisation is served by trying to be a reflective practitioner**, and by 'starting over every once in a while.' (G75:p.9-10) At the first Esprit International Steering Group meeting the IB Regional Conference in Rome (October 2014) was on the agenda (G76:p.2). Esprit staff from the AICS only participated.



## Chapter 6: Data interpretation, conclusions and reflections

This chapter cross-references the data with regards to the internationalisation of education *across* the schools (presented in chapter 5) with the *individual* schools' observations, interviews and documents (presented in chapter 4). The aim is to interpret the implementation process and rationales of an internationalisation of education policy of the researched schools within the Esprit School Group.

### 6.1 Data interpretation schools as organisational structures

Below, based on all available data, in an Esprit internationalisation of education 'field', I analysed the five researched schools' responses to national and international challenges and concerns, in (i) to (iii), with regards to two propositions (see chapter 3).

Proposition 1: Pressures on the Esprit schools, within and outside of the Dutch context, subjected them to some degree of *isomorphism*, making them resemble one another and inducing them to converge towards an internationalising 'master-viewpoint' (Walford, 2002: 416).

Proposition 2: Pressures on the Esprit schools, within and outside of the Dutch context, left the schools remaining largely specific to their own local context.

Can internationalisation of education, in this case study, be best understood as a structural/institutional response to a 'constraining process that forces one unit to resemble other units that face the same set of environmental conditions' (Hawley, 1968, cited by

DiMaggio and Powell, 1983: 149)? The central idea is that the five researched schools constituted a 'field' within the Esprit School Group, as they faced the same set of challenges, and that they were forced to resemble one another under these pressures. This field structuration and homogenisation would have induced motion, including the striving of the policy agents.

Or can internationalisation of education, in this case study, be best understood as one of three agentic 'modes of reflexivity [which] mediate social-cultural constraints and enablements in quite distinctive ways [representing] different "stances" towards social structures and cultural systems' (Archer, 2010:165)? The central idea is that the direct actions of the Esprit students, teachers, parents and directors constituted their schools' internationalisation response under these pressures. This realist interpretation would have the policy agents to hold 'causal powers' (Archer, 2010:14-16) in the process of internationalisation of education in their schools.

In table 1 (see Appendix H), I summarised the data pertaining to the perceived challenges and responses of the Esprit schools related to the internationalisation of education policy. DiMaggio and Powell (1983: 148) proposed four different institutional responses to pressures that would constitute a 'field': the development of a mutual awareness among participants in a set of organisations that they are *involved in a common enterprise* (see COM, table 1); an *increase in the information load* and opportunities with which organisations in a field must contend (see INF, table 1); an *increase in the extent of interaction* among organisations in the field (see INT, table 1) and the *emergence of sharply defined interorganisational structures* of domination and patterns of coalition, i.e. a changing nature of relations (see REL, table 1).

In the same table, I summarised the data pertaining to the perceived challenges and responses of the policy agents regarding the internationalisation of education policy. Archer (2010:342-361) proposed three different agentic ‘stances’, or basic orientations to society’s pressures: the *evasive/ communicative stance*, which is about defining projects, expressive of the agent’s interpersonal and social integrative concerns, within a given, stable context (see EC, table 1; the *strategic/autonomous stance*, which is about defining projects, expressive of the agent’s performative and accommodative concerns, in a context that lacks stability (see SA, table 1); and the *subversive/meta stance*, which is about defining projects, expressive of the agent’s driving self-transformative and ultimate concern, in a context that is never deemed to be sufficiently commensurate with the agent’s cultural ideal (see SM, table 1).

Table 1 also shows how, for the Esprit schools, the data resulted in support for proposition 1 (isomorphism, see ISOM, table 1) or support for proposition 2 (the schools remaining largely specific to their local context, see LOCA, table 1), in a process of perceived challenges and responses with regards to the internationalisation of education.

### *Coercive pressures*

Coercive pressures were perceived to emerge when:

-the board manager called internationalisation of education a *cultural taboo* (see **table 1, C2**) in the Netherlands. In the recent past, it was considered ‘for fancy, elitist expats’ only (G71:Q2). By some cultural historians this consideration is an exponent of a typical Dutch, ‘anti-presumptuous set of collective mentalities’, including the habitus of trying ‘not to be

big-headed and to act normally'. She felt that she had to make the AICS into an Amsterdam success (G71:Q1): an example of a strategic/autonomous response;

-the students didn't want to 'suffer by being held back or losing time [in a transfer to what they called a "normal school", BP] by having to learn stuff in a language they don't speak yet.' (G72:p.3) They said that the internationalisation of education would specifically help them work with a *stratified and standardised Dutch education system* (see **table 1, C4**) to get to the right language level, stream and diploma: an example of an evasive/communicative response. The directors said to be willing to operate 'on the edge of what is allowed and what is possible and what is affordable' (G75:p.11) with regards to a Dutch [education] system which 'thinks in boxes, [because it] always has and still does': an example of a strategic/autonomous response;

-the teachers experienced, when adopting an international dimension to their teaching, a 'hard-to-work-around' focus on the *measurement of educational outcomes* (G73:p.2, p.4, p.9 and p.12) and an expectation *to teach state-subsidised students to be Dutch citizens* ('the Dutch language and the Dutch way of doing things', see **table 1, C3**): an example of an evasive/communicative response;

-the Esprit schools expressed the ambition (Esprit Archives to meet the *challenges to Amsterdam's social cohesion and educational equality* (see chapter 1 and **table 1, C1**):

'Internationalisation within the AICS and the Esprit School Group is a process with the aim of ensuring that the same quality of provisions and the same degree of access, without social stratification, is available at Esprit schools all over Amsterdam' (Esprit School Group Archives: 2015): an example of adhering to a common enterprise;

-the teachers (G73:p.7) and the board manager (G71:Q2) were concerned that the internationalisation of education is not yet allowing the most vulnerable Esprit students to profit from it. The teachers said that Denise is a step into the right direction but felt quite helpless regarding the *increasing segregation in Amsterdam* (see **table 1,C1**: between 2001 and 2011 due to income inequality in response to globalisation, the influx of TNCs and other direct causes): an example of an evasive/communicative response. The board manager wants also other Esprit directors to take advantage of the opportunities and momentum for internationalisation of education; an example of a strategic/autonomous response. The directors themselves observed that migrant students are 'able to rise above the social economic situations in which they often find themselves' (G75:p.2 and p.6) and that 'while you are a German or Italian in the Netherlands, you can say that identity is very important, but for Turkish or Moroccan people it is really a big problem right now.' (G75:p.2-3). They published a new paragraph in their school guides to make it clear that internationalisation of education is a way to meet the challenges to Amsterdam's social cohesion and educational equality (see **table 1, C1**): an example of a strategic/autonomous response;

-the AICS was expected to support less streamed and more differentiated, child-focused education (see **table 1,C4**): an example of embracing more information and opportunities. It was also expected to shorten waitlists and to further social cohesion (see **table 1, C1**). It is sometimes felt that there is too much optimism with regards to the access opportunities of less privileged students to internationalised education, compared to more privileged students: an example of considering a changing nature of relations between the (predominantly) privileged students of the AICS and the (predominantly) less privileged students of other Esprit schools;

-the Berlage was expected to help young migrant students to 'get going' in Dutch society (see **table 1, C3**), especially in post-14, streamed, Dutch education. Furthermore, the school is under pressure due to internal *financial and organisational issues* (see **table 1, C5**).

Respectively, I consider both to be examples of adhering to a common enterprise and an urge to embrace more information and opportunities. It was expressed that migrant students are struggling with the standardised Dutch language testing regimes, perceived as ineffective and unsettling. The Dutch education system was perceived as conducive to a fragmented instead of an holistic approach, in terms of mission building, subject classification and the integration of Dutch and migrant students;

-Denise was expected to meet certain financial and facility challenges (see **table 1, C5**) as well as educational challenges when a lack of suitable and quality education standards for the most vulnerable students, the migrant students (see **table 1, C1**) was observed: an example of adhering to a common enterprise and an urge to embrace more information and opportunities;

-the Europaschool was expected to work with a budget deficit, a high number of incoming students (see **table 1, C5**) and expectations with regards to standardised tests and early streaming (see **table 1, C4**): both examples of an urge to embrace more information and opportunities;

-Mundus was expected to work with a serious Esprit budget cut (see **table 1, C5**). There was additional pressure from the authorities on Mundus to adopt a more systematic approach to setting assessment levels, the analysis of learning outcomes and the streaming of students: Mundus' quality of education and even the legitimacy of Mundus was perceived to be at stake (see **table 1, C3 and C4**). Furthermore, globalisation pressures were felt to threaten the

social fabric of the Dutch society, further disadvantaging Mundus students who often come from disadvantaged backgrounds (see **table 1,C1**): examples of a pressing urge to embrace more information and opportunities and an adherence to a common enterprise.

### *Mimetic pressures*

Mimetic pressures were perceived to emerge when:

-the board manager also wanted to 'rearrange the migrant students as another target group within Esprit –one we had traditionally been market leader for' (G71:Q1). She wanted to *model migrant students as expatriate students in competition with other (VMBO) schools* (see **table 1, M1**): an example of a strategic/autonomous response;

-internationalised education was seen by the students as education for 'Dutch people who want to speak English.' (G72:p.10). Also the teachers signalled the *dominance of the English language in Dutch education* (see **table 1, M2**): an example of an evasive/communicative response;

-parents considered that without education being 'transferable' to any country in the world (G74:p.9 and p.13), it 'is like going back 20, 25 years.' (G74:p.9). The parents generally observed a lack of (chronological, G74:p.21, and also standardised, G74:p.22 and p.24) structure in the internationalised programmes and their assessments. They expressed the desirability of *one and the same international quality system, where at 'normal international schools' it is 'all the same'* (see **table 1, M3**). This modelling of internationalised schools as schools with a uniform 'international quality system', such as the IB, is an example of a strategic/autonomous response;

-the professional consequences of competitive pressures (e.g. both in a situation of an increase and a decrease in school size, G73:p.11-13) were deemed undesirable. The teachers *didn't want to work in a 'business as usual school'* (G73:p.11) nor in a school 'where there is a crisis going on' (G73:p.11). The directors were confident that international impulses are diversifying and enriching. Without them, the Netherlands would 'all become the same eventually', and 'probably be much poorer too.' So from their point of view, 'internationalisation does not equal homogenisation in a negative sense.' (G75:p.9). The parents picked up on '*some kind of rivalry*', *even between Esprit schools* (see **table 1, M4**).

This is an example of a strategic/autonomous response from teachers, parents and directors;

-the AICS was expected to attract internationally mobile students and a growing number of international companies and institutions. The identity of the students, their sense of where they belong, could be under pressure. Also the curriculum was felt to be in danger of becoming too superficial (see **table 1, M4**): an example of considering a changing nature of relations;

-the Berlage was expected to compete with grammar schools. This was seen as an effort to attract a large and diverse group of students and funding. The school was said to be in need of a new identity after the start of Denise (see **table 1, M4**). There was concern that a search for a new model for an international dimension to Berlage education (see **table 1, M1**) can lead to an overloaded curriculum, and to students without a thorough understanding of, and a real engagement with topics: an example of considering a changing nature of relations;

-Denise was expected to keep and strengthen an Esprit top market position with regards to internationalised education. Challenges were also experienced when modelling Denise's location (see **table 1, M4**) in a sphere of preferences of being a push factor (for students



going abroad) and pull factor (for businesses coming to the Amsterdam region); in a sphere of being attractive for both expatriate and Moroccan youngsters (see **table 1, M1**); in a sphere of stressing the importance of national and personal boundaries, and in a sphere of navigating between the dominance of Anglo-American language and culture (see **table 1, M2**), and the home language and -culture of the students: an example of considering a changing nature of relations;

-the Europaschool was expected to work with the opportunities that come with globalisation and homogenisation (see **table 1, M2**, e.g. English, Internet) and commodified parental notions of 'the international school' (see **table 1, M3**, e.g. white, elitist, bilingual and portable form of education): an example of considering a changing nature of relations;

-Mundus was expected to distinguish the school from other schools, (see **table 1, M1**), stabilise its position and improve its reputation. More cooperation and stronger strategic partnership with Denise were considered as a result (see **table 1, M4**): both examples of being involved in more interactions and considering a changing nature of relations.

### *Normative pressures*

Normative pressures were perceived to emerge when:

-the Esprit International Steering Group (G76:p.1) considered it 'normal' to develop Esprit educational initiatives with an international dimension, in order to '*cope with current global tensions*' (see **table 1, N1**): an example of adhering to a common enterprise;

-the students felt that their 'international' Maths learning was lacking quality because of *technology and individual learning being the norm* (see **table 1 , N2**): an example of an evasive/communicative response;

-the *education* at the AICS was expected *to be transferable for the sake of continuity of education elsewhere. Internet and globalisation help to create this pressure* (see **table 1, N3**).

Doubts were expressed about the issue of whether there is enough standardisation of educational standards in this regard: an example of embracing more information and opportunities;

-the education at the Berlage was expected *to help students to distinguish themselves in the labour market* (see **table 1, N5**), to better cope with international tension (see **table 1, N1**), to be purposeful in its use of ICT possibilities (see **table 1, N2**), and to be delivered by *teachers who speak the English language proficiently* (see **table 1, N4**): the first-mentioned normative pressure being an example of considering a changing nature of relations, and the other three normative pressures being examples of embracing more information and opportunities;

-the education at Denise was expected *to help settling migrant students in a Dutch national context* (see **table 1, N6**): an example of considering a changing nature of relations;

-the education at the Europaschool was expected to prepare students as world citizens for (tensions within) the multicultural, internationally oriented Amsterdam society (see **table 1, N1**), and to give (Dutch) language learning central importance (see **table 1, N6**): examples of respectively adhering to a common enterprise and considering a changing nature of relations;

-the education at Mundus was expected to be successful in helping a wide range of students from many different backgrounds getting their diploma; settling in and finding a home (see **table 1, N6**), and in helping the students to cope with low expectations (**'VMBO phobia'**, see **table 1, N7**, and Chapter 1), at the risk of being 'boxed' into 'lower' tracks of education: respectively examples of considering a changing nature of relations and adhering to a common enterprise.

## **6.2: Data interpretation policy agents' expectations for schooling and their actions regarding policy, curriculum and pedagogy**

Below, based on all available data, I analysed the policy agents' expectations for schooling and their actions regarding policy, curriculum and pedagogy, in (iv) to (vi), specifically regarding the IB Learner Profile (IB, 2013) and professional development with regards to three propositions (see chapter 3).

Proposition 3: The school selectively catering for children of internationally mobile families (i.e. the AICS) perceived internationalisation of education as the only existing credible *alternative* available, because of lacking programmes in the national context.

This could be due to the perceived need for continuity of education in other countries and in other international schools that may offer the same programme. Alternatively, this could be due to the perceived need to evade language barriers and qualifications which are recognised in the home country.

Proposition 4: The internationalisation of education was perceived as a desirable *supplement* to national education programmes by the other Esprit schools catering for all children in the Netherlands.

This could be due to the perceived need to be ready for a global, more competitive knowledge economy. Alternatively, this could be due to the perceived need for forms of global citizenship education beyond the national context and culture.

Proposition 5: All the researched schools internationalise their education for *ideological* as well as *pragmatic* reasons.

In table 2 (see Appendix H), I summarised the data pertaining to the expectations for schooling and actions regarding policy, curriculum and pedagogy of the Esprit schools' policy agents related to the internationalisation of education policy (propositions 3 and 4). I also summarised the data pertaining to the pragmatic or ideological nature of their rationales (proposition 5).

### **Expectations for schooling and actions regarding policy, curriculum and pedagogy:**

#### **internationalisation of education as an alternative to the national context**

I observed the following expectations and actions, related to the internationalisation of education policy as an alternative to the national context:

-The parents (G74:p.6) expected that **the 'IB [is] strong in every international school'**. They (G74:p.9-10 and p.13) expressed the **need for a 'uniform' international dimension**. It was seen as a means to evade language or qualification barriers and to ensure continuity of education outside of the Dutch context. Also the students said that an international school

and the IB help them as students to 'easily move around' (G72:p.10). The parents want the teachers to follow the '[international] system they are supposed to work with' (G74:17) (see **table 2, A1**);

- The AICS' policy agents expressed that they would like to use **the IB Learner Profile as an aim in itself**. It is regarded as a set of expectations which, together with the prominence of the English language in the curriculum, brings an international dimension to education and could function as an alternative to education in the national context (see **table 2, A2**).

### **Expectations for schooling and actions regarding policy, curriculum and pedagogy: internationalisation of education as a supplement to the national context**

I observed the following expectations and actions, related to the internationalisation of education policy as a supplement to the national context:

-The board manager said that **providing every student with a metaphorical 'fishing rod'** to 'work up to his potential' (G71:Q7), is what education is about. The students expected for themselves 'to put your best effort into it' (G72:p.17) and for the school to be '**not just for now, but also for later**' (G72:p.9). Also the teachers said that education has to be useful to students 'for the rest of their lives' and 'according to the abilities of the children'(G73:p.2). The Berlage policy agents wanted that the students are supported to better function in the world of tomorrow. The Denise policy agents considered the internationalisation of education, with the help of the connectedness offered by an educationally sound ICT, useful to find a job. Mundus policy agents expressed the need to learn and work abroad in times of

national economic downturn, as well as the importance of getting an (international) diploma and of learning how to speak English (see **table 2, S1**);

-The students, teachers, parents and the directors expected a school **to help them to get on in the Netherlands** too and to learn (Dutch and about Dutch culture) in a friendly environment that makes them **‘feel at home’** (G72:p.5, G73:p.2 and p.6, G74:p.4 and p.24, G75:p.6). In the eyes of the Mundus policy agents, Mundus students should be taught to open up to what is around them and to be learning a language, more specifically the Dutch language. The Denise policy agents considered the IB Learner Profile to be of crucial importance to all Denise programmes. However, internationalisation of education was mainly seen as a supplement to the national curriculum. It was said to make education more meaningful, also in the sense that **it contributes to the wider Amsterdam community**, helps with developing a strong (Dutch) language ability and contributes to provide equal opportunities for migrant students. At the Europaschool, it was expected that students develop as productive, happy, well-rounded individuals who can contribute to the society (see **table 2, S2**);

-The teachers thought it is reasonable to expect from the students **to ‘discover what they like and what they really want to do’** (G73:p.9). Also the directors (G75:p.14) and the parents think that ‘every school should stimulate curiosity’ (G74:p.21). The Berlage policy agents regarded internationalisation of education as a way to allow students to be who they are and to become who they want to be. The work of a UNESCO work group, the integration of EIO, exchanges, CLIL, bilingual education, language teaching and the different nationalities at the school, were all said to be part of that process (see **table 2, S3**);

-The board manager described 'international' as 'an opportunity **to make something out of their world citizenship**' (G71:Q8), something 'unique in making students **think more broadly** than in a strictly and standard Dutch context.' (G71:Q8) Also the teachers said that the students 'need to become aware of that broad perspective' (G73:p.1-2). The board manager highlighted **the 'multilingual' aspect**, not just learning English, because it 'automatically enables you to cross borders' (G71:Q9). The students and the teachers would like for an internationalising school to have 'more teachers in different languages' (G72:p.2, G73:p.8). According to the Mundus policy agents, the internationally minded teacher was viewed as someone who has empathy, patience, some extra life/travel experience and extra vocabulary in different languages. In the eyes of the board manager, an internationally minded teacher is more about **connecting diverse backgrounds** than about 'connecting with often more privileged students only, and connecting with them across borders' (G71:Q11). Also the students thought it would help for the teachers to be 'from other countries' too (G72:p.8 and p.16). The teachers (G73:p.15), parents (G74:p.2-3 and p.7-8) and the students said that the international dimension helps to be 'more open (...) -minded' (G72:p.6-7 and p.16-17). The parents and the students understood 'resources and contacts' to be vital to an international dimension to their education (G72:p.7), as it helps 'to **make friends wherever you come from**' (G74:p.3). At Mundus, teaching with an international dimension was considered to be more about learning how to feel at home in new contexts. The students added that they wish 'to have that multicultural environment but get back to your roots and **also know what your real culture is** –so the combination.' (G72:p.1). At Mundus, teaching with an international dimension was considered to do justice to the home culture and identity of migrant students. I did not observe this in practice however. At the AICS, internationalisation of education was mainly seen as being in the interest of schooling for

global citizenship. The Denise policy agents considered the internationalisation of education, with the help of the connectedness offered by an educationally sound ICT, useful to get in touch with others and to deal with diversity. The Europaschool policy agents considered the IB Learner Profile to be a 'minimal requirement' for the internationally minded (IM) teacher, imagined as being able to teach in different languages and showcasing a 'can do' mentality, cooperating and connecting with a diverse body of students in the interest of schooling for global citizenship (see **table 2, S4**);

-The board manager would like for all Esprit schools **something 'comparable to the IB Learner Profile'** (G71:Q10). The AICS' policy agents considered the IB Learner Profile to function as a 'coat hook', as a set of guiding principles. It was regarded as a tool bringing values to the learning process. This process could fit into the IB system or any other general framework, and therefore it is regarded as increasing student choice. The Berlage policy agents considered the IB Learner Profile as a standard expression of internationalisation of education, mainly as a supplement to the national curriculum. At Denise, the IB Learner Profile was considered to be of crucial importance to all Denise programmes. However, as with the espoused importance of teaching intercultural competence (ICC), in practice academic objectives were observed to be more important. International and internationally acknowledged curriculums at Denise cover the Dutch core curriculum aims, but teachers are expected to look beyond the prescribed method and curriculum. The IBLP was regarded by Europaschool policy agents as similar in its usefulness for the IM teacher as the IPC personal and international goals, yet generally not to the extent that it should be taught as a separate curriculum. The character traits of the IBLP were seen as applicable anywhere in the world, and therefore very important. Internationalisation of education at the Europaschool was mainly seen as a supplement to the national curriculum. To the Mundus policy agents, the



aims of the IB Learner Profile were to be normal aims of a lesson. The expectations for internationalised education and normal education were also perceived to be similar. The IBLP criteria were seen as instrumental as criteria for training good teachers (see **table 2, S5**);

-One student (G72:p.3) expected that **the 'IB [is] strong in every international school'**. All students (G72:p.12 and p.15-16) expressed the **need for a 'uniform' international dimension**. It was seen to be instrumental in order to ultimately tackle language and qualification barriers *within* the Dutch context (see **table 2, S6**).

#### **Nature of internationalisation of education rationales**

I observed the following pragmatic (=P) and ideological (=I) internationalisation of education policy rationales:

-The parents (G74:p.6) expected that **the 'IB [is] strong in every international school'**. They (G74:p.9-10 and p.13) expressed the **need for a 'uniform' international dimension**. It was seen as a pragmatic means to evade language or qualification barriers and to ensure continuity of education *outside* of the Dutch context (see **table 2, P1 and P2**). One student (G72:p.3) expected that **the 'IB [is] strong in every international school'** and all students (G72:p.12 and p.15-16) expressed the **need for a 'uniform' international dimension**. It was seen as a pragmatic means to evade language or qualification barriers *within* the Dutch context (see **table 2, P2**);

-The students said that an international school and the IB help them as students to 'easily move around' (G72:p.10), to settle anywhere and access the global knowledge economy.

The Denise policy agents considered the internationalisation of education, with the help of the connectedness offered by an educationally sound ICT, useful to find a job. Mundus policy agents expressed the need to learn and work abroad in times of national economic downturn, as well as the importance of getting an (international) diploma and of learning how to speak English. Also The board manager said that **providing every student with a metaphorical ‘fishing rod’** to ‘work up to his potential’ (G71:Q7), is what education is about (see **table 2, P3**);

-Parents expected the ideology, or the **‘principles behind’** an international programme to **systematically permeate the teaching and the learning**. (G74:p.10 and p.12) For example the **IB emphasis on ‘inquiry-based education’** (G74:20) was assumed to be ‘scientifically implemented for that scope’ (G74:p.21). The teachers thought it is reasonable to expect from the students **to ‘discover what they like and what they really want to do’** (G73:p.9). Also the directors (G75:p.14) and the parents think that ‘every school should stimulate curiosity’ (G74:p.21). The Berlage policy agents regarded internationalisation of education as a way to allow students to be who they are and to become who they want to be (see **table 2, I1**);

-The students saw an ideologically inspired and international dimension to their learning as something that helps them to get ‘knowledge, morality, reflectiveness’ and to ‘become critical thinkers’ (G72:p.16-17) (see **table 2, I2-5**). Also the directors expressed that the process of internationalisation is served by teachers who try to be reflective practitioners (see **table 2, I4**), and by ‘starting over every once in a while.’ (G75:p.9-10);

-The students, teachers, parents and the directors expected a school **to help them to get on in the Netherlands** too and to learn (Dutch and about Dutch culture) in a friendly

environment that makes them **'feel at home'** (G72:p.5, G73:p.2 and p.6, G74:p.4 and p.24, G75:p.6). In the eyes of the Mundus policy agents, Mundus students should be taught to open up to what is around them and to be learning a language, more specifically the Dutch language. The Denise policy agents considered the IB Learner Profile to make education more meaningful, also in the sense that **it contributes to the wider Amsterdam community**, helps with developing a strong (Dutch) language ability and contributes to provide equal opportunities for migrant students. At the Europaschool, it was expected that students develop as productive, happy, well-rounded individuals who can contribute to the society (see **table 2, I10**);

-The board manager described 'international' as 'an opportunity **to make something out of their world citizenship**' (G71:Q8), something 'unique in making students **think more broadly** than in a strictly and standard Dutch context.' (G71:Q8) Also the teachers said that the students 'need to become aware of that broad perspective' (G73:p.1-2). The students and the teachers would like for an internationalising school to have 'more teachers in different languages' (G72:p.2, G73:p.8). According to the Mundus policy agents, the internationally minded teacher was viewed as someone who has empathy, patience, some extra life/travel experience and extra vocabulary **in different languages**. In the eyes of the board manager, an internationally minded teacher is more about **connecting diverse backgrounds** than about 'connecting with often more privileged students only, and connecting with them across borders' (G71:Q11). Also the students thought it would help for the teachers to be 'from other countries' too (G72:p.8 and p.16). The teachers (G73:p.15), parents (G74:p.2-3 and p.7-8) and the students said that the international dimension helps to be 'more open (...) -minded' (G72:p.6-7 and p.16-17). The parents and the students understood 'resources and contacts' to be vital to an international dimension to their education (G72:p.7), as it

helps ‘to **make friends wherever you come from**’ (G74:p.3). At Mundus, teaching with an international dimension was considered to be more about learning how to feel at home in new contexts. The students added that they wish ‘to have that multicultural environment but get back to your roots and **also know what your real culture is** –so the combination.’ (G72:p.1). At Mundus, teaching with an international dimension was considered to do justice to the home culture and identity of migrant students. I did not observe this in practice however. At the AICS, internationalisation of education was mainly seen as being in the interest of schooling for global citizenship. The Denise policy agents considered the internationalisation of education, with the help of the connectedness offered by an educationally sound ICT, useful to get in touch with others and to deal with diversity. The Europaschool policy agents considered the IB Learner Profile to be a ‘minimal requirement’ for the internationally minded (IM) teacher, imagined as being able to teach in different languages and showcasing a ‘can do’ mentality, cooperating and connecting with a diverse body of students in the interest of schooling for global citizenship (see **table 2, I11**);

-The AICS’ policy agents considered ‘diversity’ as their key value and together with a differentiated and inquiry-based pedagogy, they were considered to be essential for an international dimension to education. It was expressed that by teaching through and across diversity, and by initiating community and compassion focused initiatives, good schooling is produced. As a result, an important skill (i.e. of critical yet respectful treatment of any message) is trained, teachers become internationally minded teachers and students can better cope and work in the global world (see **table 2, I1, I6, I8**). Internationalisation of education is mainly seen as a supplement to the national curriculum and in the interest of **schooling for global citizenship** (see **table 2, I11**);

- The Berlage policy agents considered the IB Learner Profile as a standard expression of internationalisation of education, mainly as a supplement to the national curriculum (e.g. in the interest of training teachers to be open-minded, knowledgeable, introspective, good listeners and to develop the character of students (see **table 2, I2, I4 and I6**);
- The Denise policy agents considered the internationalisation of education, with the help of the connectedness offered by an educationally sound ICT, useful to get in touch with others and to deal with diversity (see **table 2, I6 and I7**);
- The Europaschool policy agents expect the students to become 'worldly-wise' as a result of an education with an international dimension (i.e. independent, confident, knowledgeable and respectful about people who are different or who are from other cultures (see **table 2, I2 and I6**). The learning of 'reflection' was not observed at the Europaschool, 'communication' and 'cooperation' were sometimes observed (see **table 2, I7**);
- Although Mundus education was espoused by Mundus policy agents as dialogical education, with a reflective use of talents and passions, I did not observe this in practice (see **table 2, I4**). It was acknowledged that improvements need to be made regarding consistent teacher involvement, effective and efficient use of lesson time and a systematic approach to the improvement of learning outcomes.

### 6.3: Conclusions

The extent of interactions between the Esprit schools and the awareness of a common purpose increased, as the Esprit board manager challenged the school leaders to adopt a more international dimension to education through new patterns of relations. All five Esprit

schools adhered to the *Esprit International* policy at a time when there was an increasing awareness between the schools to contribute to the schooling of migrant students, when more information and opportunities became available to do so, when the number of their interactions was increasing and when the nature of their relations was changing.

So my first conclusion is that:

1. Under pressures from within and outside of the Netherlands, the schools responded by displaying an increased interest in their own mission and vision, in a process of seeking institutional rapprochement with each other. All the available data shows that the internationalisation of education process was characterised by a *field theoretic pattern of organisational redefinition and realignment*, affected by structural variables from between and outside of the institutions.

The Dutch Esprit schools aligned around the common purpose of contributing to the schooling of migrant students, but remained largely specific to their own local contexts, influenced by their own local interests. This was due to the perceived different needs of students, teachers, parents and school leaders and due to the schools' needs for divergence towards a differentiated response to perceived challenges. This created tension for local institutional diversity within a coherent Esprit and Dutch national framework. For example, the normative pressure (see N3, AICS, table 1) regarding the transferability of education for the sake of continuity of education for the one Dutch international Esprit school (AICS) did not play out at all for the other four Dutch schools. It was more in the interest of the AICS, selectively catering for children of internationally mobile families, compared to the other Esprit schools, catering for all children in the Netherlands, to counter this particular pressure by considering an internationalised school 'model', such as the IB. However, all interviewed

parents were attracted by such a system (see M3, Parents, table 1). It remains to be seen whether all Dutch students will be able to follow the entire IB, IPC or IMYC programmes in a foreign language and take these programme's assessments and final examinations.

So my second conclusion is that:

2. Under these pressures, a concerted motion was observed between field structuration and *heterogenisation*, accentuating the schools' specific local contexts and indicating a process of *anisomorphism*. The students, teachers, parents and policy-makers responded by expressing diverging concerns, largely specific to and 'embedded in', their own local context.

The emphasis of this research has been on institutional theory. Instead of alignment towards a convergent internationalisation of education response to the different pressures, the schools showed a divergent response particular to their own local contexts and interests. It is clear that students, teachers, parents and directors co-constructed this specifically diverse nature of the internationalisation of education process. Further research, with more emphasis on realist theory, might give us a better idea of how exactly agentic modes of reflexivity influence this diversity or, in Archer's own words, how exactly policy agents 'mediate social-cultural constraints and enablements in [their] quite distinctive ways' (Archer, 2010:165). It might well be that the direct actions of the Esprit students, teachers, parents and directors did constitute their schools' internationalisation response under pressure more significantly than we can now suspect. After all, the environmental conditions for the schools in a 'field' can never be exactly the same and leaves room for alternative modes of explanation. For example, it is still unclear what the extent is to which the Esprit board manager's three strategic/ autonomous responses to the coercive and mimetic pressures (see table 1) have induced motion to the Esprit internationalisation process. She

claimed that she could ‘make a difference in this process’ and that she had ‘the authority to make a strategic difference’, yet she realised also that she had the ‘political tail wind’ (G71:Q3) and acted ‘within a team spirit’ (G71:Q6). In any event, my research shows that the realist interpretation, asserting that policy agents hold ‘causal powers’, still rivals the structurationist interpretation that field structuration induces motion, including the agent’s striving. The integration of structure and agency deserves more attention by researchers in general and researchers of the internationalisation of education process in particular. Although different degrees of causal contributions of individual modes of reflexivity and collective action were detected, I subscribe to Archer’s observation that the ‘missing link’ between individual modes of reflexivity and collective action is still missing (Archer, 2010:166).

So my third conclusion is that:

3. All the available data shows that the field structuration and heterogenisation of the internationalisation of education process was also characterised by agentic expression and mediation. It suggests, at least in this case study, an ontological acknowledgement of the integration and reciprocity of structure and agency.

The school selectively catering for children of internationally mobile families (i.e. the AICS) did not perceive internationalisation of education as the only existing credible *alternative* available, because of lacking programmes in the national context. Instead, the Esprit parents in particular considered internationalisation of education as an alternative due to the perceived need for continuity of education in other countries and in other (international) schools that may offer the same programme and due to the perceived need to evade language barriers and qualifications which are recognised in the home country. In addition,



the Esprit students considered internationalisation of education as an alternative due to the ability to settle anywhere and access the global knowledge economy.

So my fourth conclusion is that:

4. The school selectively catering for children of internationally mobile families (i.e. the AICS) perceived the IB Learner Profile as an aim in itself. It was regarded as a set of expectations which, together with the prominence of the English language in the curriculum, brings an international dimension to education and could function as an alternative to education in the national context. However, this school did not perceive the internationalisation of education as the only existing credible *alternative* available, because of lacking programmes in the national context. The Esprit parents and students did perceive the internationalisation of education as a credible alternative, because it would ensure continuity of education, help to evade language or qualification barriers (parents), and help to settle anywhere and access the global knowledge economy (students).

The Esprit students also considered internationalisation of education, such as the IB, as a 'uniform' international dimension *within* the Dutch context, as an instrument to evade language or qualification barriers. The internationalisation of education was thus perceived by them, as well as by all Esprit schools and policy agents, as a desirable *supplement* to national education programmes. The espoused expectations for excellent schooling showed a striking resemblance with the different elements of the IB Learner Profile. In some instances this was due to the perceived need to be ready for a global, more competitive knowledge economy. In most instances this was due to the perceived need for forms of global citizenship education beyond the national context and culture.

So my fifth conclusion is that:

5. The internationalisation of education and the IB Learner Profile were considered by all Esprit schools and policy agents to be a desirable *supplement* to national education programmes and (professional) development of the internationally minded (IM) teacher and student. A growing international focus was observed in all Esprit schools, to better serve the needs of a multicultural student population in a multicultural city in a variety of ways.

The specific expectations for schooling and actions regarding policy, curriculum and pedagogy, related to the internationalisation of education, run along *ideological* as well as *pragmatic* lines. These expectations and actions, particularly of the parents and the students, were creating new boundaries and rationales for the schools as bargaining zones. The borders between the schools were becoming more connected with a growing international focus, yet had different implications for each of them.

So my sixth conclusion is that:

6. Within the Esprit School Group, there is a *prima facie* case of ‘shifting borders’, i.e. an erosion of differences between the school selectively catering for children of internationally mobile families (i.e. the AICS) and the other schools catering for all children in the Netherlands. The nature of this erosion has pragmatic as well as ideological components and means something different for every school.

#### **6.4: Reflections**

The main challenges during this case study were threefold: my numerous efforts to condense text in order to stay within the maximum word limit; my challenge to attend to the

complete and vast body of evidence which I generated and my tested resilience with regards to the organisation of appointments with (groups of) interviewees. On the other hand, I was surprised by the ease with which I could detach myself from my position within my school and school group and 'escape' the conundrum of the researcher-practitioner. It was an advantage, as I had access to all Esprit people, experiences and documents, and it was a pleasure to be a part of that entangled nature of the context (the Esprit School Group) and the phenomenon (internationalisation of education).

I think a replication of this case study - were it to be possible to replicate it – could be improved by a smaller selection of (two or three) schools and by expanding on and deepening the questions about the interviewees' individual responses to concerns. Some of these questions generally focused on how, through their 'stances' and reflexive deliberations as social agents, they could possibly mediate causal power of social forms. It would be interesting to know more about the interviewees' behaviours and expectations in specific 'internationalising' school situations such as learning in a digital classroom with students from all over the world, learning a foreign language in a foreign language, learning what it could mean to be a world citizen, or schooling one's character by being hungry or in a wheelchair all day.

Educational research should not be reduced to an 'either-or' proposition (e.g. 'realist' or 'relativist') and these narratives could shed more light on how people learn how to make new choices in an expanding number of local and global arenas for individual choices. Instead of in social agents or institutions and their practices, 'the source of all productive energy' might well be 'in the spaces in which each individual mind engages with other minds' and 'in the process' that 'creates the collective, intersubjective domain of practices and

understandings known as society.’ (Hunt, 2014: 141). No one paradigm can cover the diversity of educational experiences and a replication of this research would be enriched with the inclusion of more ‘bottom-up’, in-depth narratives about the place of education in an increasingly interconnected and interdependent world.

However, my experience with the more ‘top-down’ testing of the explanatory power of structuration theory for the data analysis of an internationalisation of education process was a positive one. It allowed me to exercise theoretical generalisation by pattern matching regarding the how and why of an increasingly popular internationalisation of education process in a group of primary and secondary schools in Amsterdam. And, I hope, it will allow (Esprit) schools and their stakeholders to take even more informed decisions in preparing students for their futures.

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## Appendices

### Appendix A

#### **‘The Esprit schools: more an internationalising patchwork than melting pot’:**

##### **interviews with the school directors (May-July 2013)**

At the *Marcanti College*, a predominantly pre-vocational school with a large population of Turkish, Moroccan, Surinamese and Antillean students, internationalisation is aimed at students developing confidence and an attitude of mutual understanding and respect. An exchange programme with a nearby Christian school called ‘Talking Stick’ and an exchange programme with a school in Istanbul called ‘Business Plus’ have been created to this effect. Other outside school project plans include partnerships with ‘on-site coaches’ at the flower auction in Aalsmeer, Schiphol airport, Hemhavens harbour, the international Food Centre and the creative industry. Some extra English lessons have been organised. There is no standard extra English or home language (e.g. Arabic) education. These lessons are considered to be too much of a burden for students who often already have Dutch language learning gaps. The ‘opportunity cost’ is considered too high. Internationalisation is seen as part of a drive to create a more seamless transition from vocational to higher level (MAVO/ HAVO) programmes. Teachers need training to be more outward-looking and spend more energy on the creation of ‘out-of-school’ (and ‘out of the box’) programmes.

At the *Cartesius*, a relatively small, ethnically and socioeconomically mixed school for senior general secondary education, internationalisation is aimed at students getting a ‘good education’, which means that programmes are designed with an intrinsic desire for students to make contact with the world outside of the school. Outside school projects include art and culture excursions in Amsterdam, project weeks in France, teacher visits to Boston and an exchange programme with Russian schools for students. An important part of these programmes is the absence of a dominant cultural viewpoint and a strong ‘affective’ component. Students and teachers develop an understanding that others can also be right, despite the differences between their lives and values. Bilingual programmes are considered to be a more extrinsic, added-on and even ‘white’ (i.e. elitist) type of internationalisation. Additionally, educating teachers to teach in English proved very difficult in the past and it would be more interesting to implement an international programme like the IB MYP or IB DP in the Dutch language, if it would provide access to Dutch tertiary education.

At the *Berlage Lyceum* (also see above), a relatively large ethnically and socioeconomically mixed school for pre-vocational, senior general secondary and pre-university education, internationalisation is aimed at students making connections with the world outside of school in order to discover what they need in order to make ‘the right choices’ (i.e. suiting their talents and interests). The bilingual, exchange and special project programmes, including CLIL, are also designed to provide students with the option to ‘go global’ (i.e. a study abroad, travel). The new international school for migrant children is planned to be a school where students from abroad, and also increasingly for students from Amsterdam, learn Dutch, English and acquire a disposition geared towards multicultural and multilingual ability and preparedness to handle and value differences and diversity. This new

enterprise instigates a sense of optimism and energy amongst staff which, it is hoped, will also inspire the plan- and decision-making amongst the Berlage staff at large. More time is needed for drawing up, consolidating plans and, especially, reflection and feedback.

-At the *4th Gymnasium*, a grammar school, internationalisation is aimed at a diversity of students getting a 'good education'. This means that students from different (e.g. Moroccan) backgrounds are educated in line with the classical humanist and libertine tradition of grammar schools. One so-called Fast Lane (extra) English class for some students has been organised, but this programme and bilingual programmes in general, are considered to be rather extrinsic, 'added-on' and relatively superficial. The 'opportunity cost' of such programmes is seen as affecting the quality of education as they affect the offering of 'more important' (e.g. philosophy) subjects and the depth of knowledge, as these programmes are rarely taught by (near-) native speakers. Students are encouraged to enjoy an education at the highest (i.e. grammar school) level and they are discouraged to make 'trendy', instrumentalist education choices. So the 4th Gymnasium's internationalist mission is to make it accessible to a diversity of students from different backgrounds. For example, English language and science projects with a neighbouring, ethnically diverse primary school and a Wednesday class for less advantaged primary students at the 4th Gymnasium have been organised. Also a culture club has been set up to help a two-way integration of subgroups and a five-day-per-week supervised living and study room in school exists for students who need extra support to stay motivated. Excursions abroad and out of school projects are organised with organisations such as Amnesty International and Cinema Arab. Some teachers need to be trained to avoid reaching down to students' low expectations (e.g. when they simply expect strict rules) instead of letting them reach up to the teacher's more intellectual challenges and high expectations.

At *De Eilanden*, a Montessori primary school, internationalisation is aimed at students developing an understanding of themselves in relation to the world. The Montessori concept of 'cosmic education' is treated as a holistic idea of world citizenship or the interdependence of individuals and the world. The setting up of a small (four classrooms) twin school in Cameroon is an example of this concept. English is taught in all groups (one and two from 2013-14, three and four from 2014-15). Collective and reflective project work (e.g. 'Alice in Wonderland'), a start-of-the-year Big Bang demonstration and a 'Walking the Planets' project are further examples of an effort to teach and guide the children in their relationship with the world at the peak of their concentration spans. Parents' ambitions regarding (standardised) learning outcomes and teachers' temptation to teach to the test are challenges which are hard to tackle with a considerable span of control of the director.

-At the *Mundus College*, a relatively large pre-vocational school with many Turkish, Moroccan, Surinamese and Antillean students, internationalisation is aimed at students creating opportunities and crossing cultural as well as socioeconomic borders, leading toward social mobility. So-called third generation -migrant- kids (TGKs) often experience a mismatch between street, home and school culture. Programmes such as a room in school for parents to share their talents and an extended school day with after school activities for the students are aimed at bridging the gaps between these different cultures, as well as the development of talent, passion, desired attitudes and an increase in pride the students take in their identity and culture. A special programme is aimed at the joint participation in the updating of the school's shared values and rules. The new migrant international school is said to be for the cognitively more able migrant students. The programmes at the Nova College are designed for (migrant) students with gaps in their learning and the issue of early

stratification and the need for pedagogical differentiation is a pressing one. Teachers need to be trained to consistently work with high expectations. There is an ambition to work with English native speaking technology teachers who can challenge and inspire the students.

At the *WSV*, a primary school, internationalisation is aimed at students crossing social, cultural and language boundaries: making the unknown and disrespected more known and respected. 'International' is seen as a positive, buzzing energy treating difference and diversity as an opportunity. The schooling of this disposition should be underpinning the core curriculum and not be an 'add-on'. The school's core curriculum ambition level and its theatre and art profile come first. Three years ago, one day a week, a group 4 visited a neighbouring migrant primary school and vice versa. There are plans to organise 'e-twinning' (planned digital communication) with students abroad, to organise the International Primary Curriculum (IPC) in English in the afternoons and to organise an early childhood facility in school for (non-) migrant parents in the neighbourhood. The school has started with English lessons across the whole school. Groups 1 until and including 4 learn English as part of the themes they are studying. From group 5 a native speaker teaches the students English as a subject in its own right. There is a risk of overshadowing instead of cooperating with neighbouring migrant schools. A statutory municipal student placement policy makes it difficult to accept students from less privileged neighbourhoods and small steps need to be taken to prepare teachers to make the necessary preparations to, for example, teach the IPC in English in the afternoons. A special committee guides the early language education programmes at the *WSV*.

-At the *Europaschool*, a primary school with extra language programmes and the IPC (in Dutch), internationalisation is also aimed at students crossing social, cultural and language boundaries towards the development of a cosmopolitan identity (e.g. curious to find unexpected truths and keen to regard differences as 'enriching'). There is a particular tension between this aim and the (parental) pressure to perform well in terms of standardised learning outcomes and generally between the affective and cognitive aims of the school's education. The embedding of the IPC in the school's established programmes needs more time and training. A think-tank for the school's language education has been set up. Themed language days, international fund raising activities and a positive behaviour system are being organised. Work needs to be done on the commitment of teachers (IPC is still rather new), parents (the tuition fees are voluntary) and the municipality (square metres for expansion into a larger building are scarce).

At *Landsmeer*, a Montessori primary school, internationalisation is aimed at students' 'concentric' / thematic development from direct, concrete experiences towards larger, abstract ones. The Montessori concept of 'cosmic education', like at the *Eilanden*, is treated as a holistic idea of world citizenship or the interdependence of individuals and the world. At *Landsmeer* the 'cosmic' is jokingly said to supersede the 'international'. At the heart of this concept is a positive, pedagogical partnership, energy and 'joy of reciprocity' between the teacher, children/parents and the programmes. Core values are the mutual respect for one's integrity and the freedom of expression of one's identity. In- and outside school projects are being organised, ranging from projects with local artists and nature preservation workers to whole school country (e.g. Brasil) projects. Incidental English lessons are being taught but there are doubts about the quality and outcomes of these lessons. The 'opportunity cost' of the English lessons might well be at the expense of respectively the depth and quality of the overall programme offering. A language coordinator is currently investigating the language lessons. The focus of internationalisation efforts should be on its affective

dimension (e.g. respect for different values, learning how to operate in unexpected and different situations, making the unknown and disrespected more known and respected). There is a tension though with the parental wish to transition their children 'safely' after primary school into more known and homogenous secondary school contexts. Yet, parents increasingly see the need for different alternatives (i.e. the ethnically 'mixed' 4th Gymnasium instead of Montessori Lyceum Amsterdam). There is also a tension between the school's ideal to help the next generation 'create a better world for tomorrow' and (neoliberal) pressure to reduce education to a service product in an education market, parents as customers, teachers to service workers and students to quantitative learning outcomes.

## **Appendix B**

### **Research proposal granting unlimited access to all possible resources within the Esprit School Group (October 2013)**

See next page.

## Research proposal

Amsterdam, 1 October 2013.

Centraal Bureau  
Prinses Irenestraat 58  
1077 WV Amsterdam  
T: 020-5854811  
F: 020-5854824  
BVG nr. 895 40 80  
www.espritscholen.nl

Within the Esprit School group's leadership there is a pertinent context-specific understanding of the *Esprit International* policy. The internationalisation of education within the Esprit schools is not seen as a self-fulfilling and 'stand-alone' ideology, condition or competence, but it is viewed as a concept of a purposeful and integrated process of change within the broader framework of the mission of their respective organisations. Whether the policy and the processes of change are also bringing about changes and divisions in the highly stratified Dutch (international) education system, remains to be seen. A study of the Esprit School Group's efforts to set up a new international school for migrant students could give more insight into this process.

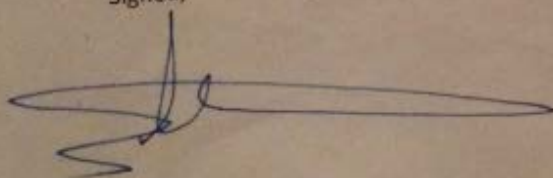
In order to facilitate:

- 1) research for Esprit internationalisation of school(s) and education policy October 2013-2015;
- 2) time and access to all possible resources during this period by Boris Prickarts (AICS headmaster/ doctorate student).

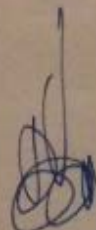
Following a meeting Ruth Kervezee (Esprit CEO) and Kees van Ruitenbeek (AICS principal) had on 24 September 2013, the following is proposed:

- (i) Esprit expects Boris Prickarts to gear his doctorate research in the period October 2013-2015 towards critically and constructively building up and sharing scientific knowledge and expertise in the area of the internationalisation of school(s), education policy, all Esprit schools in general and a new school for migrant children in particular.
- (ii) Boris Prickarts expects to be granted by Esprit 3-4 hours per week and unlimited access during this period to all possible resources which could contribute to this aim. He is being kept up-to-date of all developments in this area and facilitated –after consultation with his manager- to process data accordingly.

Signed,



Ruth Kervezee  
Esprit CEO



Boris Prickarts  
AICS headmaster

## Appendix C

### Lessons learned from Pilot Inquiry (June-August 2014 and January 2015)

In June and July 2014, as a test run and with the help of teachers at each school, I set up appointments -on a voluntary basis- in order for me to interview two students, two teachers, two parents and the school leaders of two Esprit schools: a primary school (De Eilanden) and a secondary school (Cartesius Lyceum). Two lessons of interviewed teachers were observed, one at each school. The lesson observation template was further developed after these lessons. All school leaders and the Pilot Inquiry respondents prior to their interview were asked to comment on a draft letter of introduction and consent form. Their responses have been taken into account in the final versions. In May 2014 I participated in an Esprit International Steering Group meeting and piloted a meeting observation template. For the Pilot Inquiry, I did the transcription and translation of all fourteen interviews and the two lesson observation reports. For the Research Inquiry, a translator of a translation agency (<http://www.avb-vertalingen.nl/>) translated the minutes of one of the Esprit International Steering Group meeting (10 February 2015). I translated the action points resulting from the other four Esprit International Steering Group meetings. The action points resulting from these meetings were done by the Denise principal (21 August and 25 November 2015), a secretary of the Esprit board manager (10 February 2015) and the AICS principal (31 March 2015 and 9 June 2015). The interviewees in both Pilot and Research Inquiries were all given three weeks to comment on the translated transcripts of the interviews and their responses have been taken into account in the final versions.

In January 2015 I conducted a pilot focus group interview with ten students. They were all from the AICS and did not participate in the Research Inquiry. The translator who transcribed and translated this pilot focus group interview with the students also did the transcriptions and translations of the minutes of one of the Esprit International Steering Group meeting (10 February 2015), as well as the transcriptions and translations of all the focus group interviews in the Research Inquiry. The questions for the focus group interviews were improved using the experiences of this pilot focus interview.

#### *Lessons regarding practicalities*

One of the school leaders made me aware of the need for a student version of the introduction letter and consent form. I also shortened the introduction letter, and left possible internationalisation scenarios out, so it would be without implications regarding what the 'right answers' to the research questions might be. One of the respondents advised me to organise the focus groups with the students, the teachers, the parents and the policymakers separately, instead of having focus groups with all of these per school. I anticipated more animated and strictly multi-levelled focus group interviews because of this. I decided to bring back the number of schools from seven to five because this sample would still allow me to research a set of schools within the Esprit School group representing the widest possible variety of school practices while making the workload more realistic. So the WSV (a primary school with English lessons across the whole school) and the 4<sup>th</sup>

Gymnasium (a grammar school with a Fast Lane (extra) English class) were dropped from the sample because an internationalising primary and secondary school were already part of the sample. I also found out that the transcription and (Dutch-English) translation costs would be quite steep if a translation agency would do all of them, so I decided that one and the same translator of a translation agency (<http://www.avb-vertalingen.nl/>) would have to do the transcripts and translations of the four focus group interviews and the translations of the minutes of the four Esprit International Steering Group meetings. The May 2014 pilot participant observation of the Esprit International Steering Group meeting taught me that the primary focus of the Steering Group was still so much on Denise (during the meeting a draft version of the final name and policy document for the school –the ‘Pestalozzi International School’- was discussed and finally rejected), that it seemed wise to rely on the specific minutes of the meetings more than on a meeting observation template with a focus on what is observable from the general *Esprit International* policy. The minutes were made by the chair (four times), a secretary (once), translated by me (four times) and the one and the same translator of a translation agency (<http://www.avb-vertalingen.nl/>) (once), and sent (by email) to and validated by the participants. The transcripts and translations of 36 Research Inquiry interviews and ten lesson observation reports were done by me. The pilot focus group interview experience with the ten AICS students, and particularly their answers to my evaluative questions, made me reconsider and reformulate the wording of a number of questions. During the pilot focus group interview I spent a great deal of time explaining the questions whereas I would have liked to listen more to the students’ thinking. As a result of the evaluative questions, I also changed the procedure by adding in the possibility of whole group input after a sub group answered their questions. This way all the students can contribute more easily to all the questions.

### *Lessons regarding validity*

The nine Pilot Inquiry questions proved to be useful in finding out about how and why an organisation works and they proved to validate the individual interviewees’ experiences and perceptions well within the overall relativist paradigm (i.e. the interviewees’ responses to pressures, perceived aims of education and professional development needs). The answers to the two evaluative Pilot Inquiry questions (questions ten and eleven) confirmed this. Yet, in order to validate knowledge claims regarding the first (‘how’) part of the research question, whether (the growth of) internationalisation of education happens as a concerted motion of field structuration and homogenisation, bringing a supplemented or an alternative international dimension to the students’ experience, I realised that I had to also question the interviewees’ individual responses to concerns too, in order to be able to include data from a rival (i.e. realist) explanation. According to this view, we are not like ‘neural networks’ nor like ‘cultural artefacts’, respectively determined or conditioned by our environment, but the causal power of social forms is mediated through the ‘stances’ and reflexive deliberations of social agents (Archer, 2003). Therefore four questions (three, four, five and six) were added to the original nine interview questions (Appendix E, from an individual about the organisation). Although it will be hard to know the exact causal contribution of each of three modes of agential reflexivity (Archer, 2003: 165) to the emergence of internationalisation of education, it seems necessary to include this data when triangulating it with the available documents and observations. Also, it will be hard to know how the different *individual* modes of reflexivity,



mediating constraints and enablements, are related to *collective* action (Archer, 2003: 166) with respect to the internationalisation of education.

I also realised that I need to be appropriately specific and systematic in what I am looking for when observing lessons. The improved lesson observation template enabled me to 'reinvent' the lesson afterwards and reflect during analysis. So the lesson observation template (Appendix F) needed to be made more fit-for-purpose. I therefore analysed my first lesson observations, framed by the first version of the template, of the two lessons during the test run at each of the two Esprit schools. These observations taught me to make two important improvements: (1) to involve the teacher just before and after the lesson (ten to fifteen minutes each time) in a short interview to obtain student, teacher and curriculum data which help to give context to the lesson and validate observations; and (2) to formulate just a few broad but relevant categories and a number of sub-items to capture the important aspects of the classroom practice. The sub-items of these categories are suggested as a parallel with the work on curricular universals (Lawton, 1983), and international school's universals (Hayden and Thompson, 1996), the work on interpersonal communication of Leary (1957) and Wubbels, Brok et al. (2006), Derricot's work on curriculum continuity and compatibility (1985) and Bernstein's work on classification and framing of curriculum content (1975). The redrafting of the lesson observation template is also credited to my leadership team's involvement in the development of a lesson observation tool for inquiry teachers at my school in October 2014. The 'Why do I think this' column especially emerged as a potentially very important part of the validation of analysis and outcomes from discussion. The template is further inspired by Tarc's core pedagogic vision of learning across and through difference (Tarc, 2013: xvii-xviii). Tarc's vision seems very close to Esprit's 'humble' approach to internationalisation of education: one of openness to new and unexpected truth towards the schools' vision to educate their student's disposition (competence and attitude) towards multicultural and multilingual ability and preparedness to handle and value differences and diversity. He writes about learning as engaging with and meaning-making from encounters with difference ('intellectual dissonance') through language or symbolisation (i.e. 'literacy', Tarc, 2013: xvi) and about 'cosmopolitan' or 'trans-local' literacy, instead of 'international' literacy, as it happens not only across political boundaries, but also across the physical contexts of local individuals (i.e. trans-local spaces, Tarc, 2013: 3, 17 and 99). 'Literacy' is further explained (Tarc, 2013: 4 and 107) as ongoing and multimodal (e.g. written, digital, spoken words, imagery, body language) and it involves an experiential 'double moment' of the capacity to engage in different symbolic structures and be changed by them (1) and the practices that correspond to the belief that this capacity can be further deepened (2). As a single-observer of lessons there is a risk of selectivity, but I think this has been compensated by the advantages of the immediacy and the proposed contextualised nature of the observations. My involvement in the Steering Group meetings had the contextual advantage of access to multiple policy-making perspectives and possible manipulations and outweighed the possible disadvantage of bias.

In order to validate knowledge claims regarding the second ('why') part of the research question, to what extent (the growth of) internationalisation of education happens because of perceived pragmatic or ideological needs resulting from a certain degree of isomorphism and whose interests they serve, I realised that the focus group interviews needed to be refined (Appendix E). Bell's stages of a reculturing process (2013: 47), based on Van Gennep's (1960) notions of the preliminal, liminal and postliminal worlds and rooted in a paradigm of the reciprocity of agency, relationship and context (Bell, 2013: 33 and 36), helped in making inferences that internationalisation of education

results from people 'co-constructing a shared generative space' mediated by social structures (Bell, 2013: 35). In order to make valid knowledge claims, causal relationships needed to be researched, including 'embedded agency', to pattern a possible process of Esprit schools becoming similar, in spite of conditions that would otherwise suggest diversity.

#### *Lessons regarding reliability*

All the Pilot interviews were recorded using an I-Phone app (called *Quick Voice*). It turned out to be quite difficult to transfer the files from the app to a format that could be emailed and stored in different places. I therefore used another I-phone app (called *Voice Memos*). For auditing and reviewing purposes, the recordings and the anonymised, translated transcripts were kept in three different places: on my desktop; on my GoogleDrive (i.e. in the cloud, which can be shared) and on a separate hard disk. The interviewees were screened by using the relevant criteria based on the widest possible variety of the interviewees (i.e. age, sex, background, experience, and studied programme/track). In addition and when necessary, I queried people who are knowledgeable about the participants. Also for auditing and reviewing purposes, the data collection procedures and questions have been explained and documented in the methodology chapter (3) and appendices (D to F) after the Pilot Inquiry and prior to the Research Inquiry. With regards to the reliability of the answers, some participants in the Pilot Inquiry made me realise the importance of a receptive line instead of an evaluative line of questioning (e.g. teachers one, two, school leader and parent two of the Cartesius Lyceum. And also teacher two and parent one of De Eilanden). I used public, soundproof spaces where we could be seen (my own school office and other offices at the schools) as the location for the interviews.

Intelligent verbatim transcription and translation

### **Pilot Inquiry interviews**

June-August 2014

#### **Student One Cartesius Lyceum**

(male, pre-university education grade 4)

27 June 2014

#### *1. Why did the Esprit School Group decide on the internationalisation of education?*

To bring people together and create a larger, more bonded group of different peoples and cultures: also maybe to become a bigger school group.

#### *2. What does your school hope to achieve from the internationalisation of education?*

I have never heard about this really, but I think it must have something to do with cooperation between the different schools of Esprit.

#### *3. What are the aims of education?*

To teach students the basics they need for specialisation at a later stage, when they study something they really like. I think these basics currently outweigh what students would really like to study. They don't need to learn as many of these basics for what they want and need to do.

#### *4. What are the features of a more international type of education?*

To prepare for working with people abroad, I think. No idea really: perhaps also to become a bigger school group with schools abroad and with international connections.

5. *How are these features different from the current education at your school?*

I don't think they differ much, honestly speaking. Only when Esprit would be setting up schools abroad, with different rules and regulations, it would be different.

6. *Would you support the IB Learner Profile as the aim of all the programmes at your school?*

[A copy of the IB Learner Profile was shown from the International Baccalaureate Organisation (2013), *IB Learner Profile*, available online at: *citized website*:

<http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf> (accessed July 2014)]

That's a nonsense idea. It would be an effort to create a perfect student and everyone is different. It would create a good student but also a similar type of student. It would also not be considered advantageous to a student that someone will determine how you will want to develop. In the end you have to be you. With that comes the need to make your own choices.

7. *What are the features of an internationally minded teacher?*

That would be a teacher who brings together and respects different cultures and nationalities: for example when a teacher treats Dutch, Moroccan and Surinam students equally and respectfully.

8. *What are the criteria necessary for the training of internationally minded teachers?*

I don't think you need to try and train this type of teachers, but only hire internationally minded teachers! This type of teachers doesn't behave differently with different groups of students. I also bonded with certain teachers badly; they didn't like me as much as other teachers and that is something which should be avoided. It shouldn't matter where a student comes from, teachers should behave themselves in the same way towards all students.

9. *What are the reasons that make this training necessary?*

Because some people, at school or at work, are being advantaged because they are Dutch. For example some Moroccan people are not being hired because they are Moroccan! And the same

applies to education: teachers can advantage and disadvantage certain students too, just for no reason.

*10. Are these nine questions suitable for finding out how and why the Esprit School Group and your school internationalise their education?*

The first two questions are very important, I think.

*11. What could be improved about these questions?*

These are good questions; perhaps you could ask a few more questions.

**Teacher One Cartesius Lyceum**

(female, Chemistry teacher)

27 June 2014

*1. Why did the Esprit School Group decide on the internationalisation of education?*

In a globalising world, education cannot stay behind. To become 'more international' is simply a sign of the times. And as a school group one needs to attract students and stay competitive.

*2. What does your school hope to achieve from the internationalisation of education?*

I think to enrich students' experiences.

*3. What are the aims of education?*

Education aims to develop students as a learner of subject knowledge and as a person.

*4. What are the features of a more international type of education?*

It would specifically aim at becoming more acquainted with other cultures. So the different groups of people experienced by a student makes an education 'international', not so much 'being in contact' with others.

*5. How are these features different from the current education at your school?*

A number of exchange projects is happening at our school. So 'internationalisation' is happening, but it is not an integral part of all the subjects' programmes.

*So the organisation of experiences aimed at becoming more acquainted with other cultures, inside and outside of the Netherlands, has not been embedded across the school so far?*

To the best of my knowledge, some languages have organised exchanges with schools abroad. Students are required to use the language with others in another country.

*6. Would you support the IB Learner Profile as the aim of all the programmes at your school?*

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<http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf> (accessed July 2014)]

These characteristics are worth striving for as a teacher and as a student! I can clearly see what I don't focus on... I can see how an exchange enables a teacher to work on the Profile. So I would like to use it. Yet, for example an e-twinning project takes a lot of time. I cannot find the time when I need to prepare students for their exams. This makes it difficult to also focus on the Profile.

*7. What are the features of an internationally minded teacher?*

That can be best answered from the perspective of my own subject. It would mean that I would teach my programmes within a whole-world context. For example how other countries deal with their waste issues and resources and why it is important to realise that their problems are our problems too.

8. *What are the criteria necessary for the training of internationally minded teachers?*

Teachers need to be able to show that their education is related to real, whole-world issues. So the students need to learn how other countries deal with these issues.

9. *What are the reasons that make this training necessary?*

Yes. When I read about the world's problems there are reasons to think that we need to tackle them together more. And education could be a area where this change could start.

10. *Are these nine questions suitable for finding out how and why the Esprit School Group and your school internationalise their education?*

I didn't know that the IB Learner Profile is indeed part of the internationalisation of education within the Esprit School Group. That could be made clearer in the interview.

11. *What could be improved about these questions?*

Maybe you could have asked me how I am currently working on the internationalisation of my education, in any shape of form. If you want to know how internationalisation is being practiced, that could be a good question. Also, if you are interested in which factors influence the internationalisation of education policy, you need more data than just these interviews to find that out.

**Parent One Cartesius Lyceum**

(mother of student in grade 2)

1 July 2014

*1. Why did the Esprit School Group decide on the internationalisation of education?*

No idea. As you just answered me before the interview started, I assume it could be because Esprit wants to make its own mark, bend the rules, be different from other schools and attract students. Let's leave it to that.

*There is no right or wrong answer, OK? I am just interested in your views.*

But I am no expert by any means!

*That's OK. You are an important stakeholder in the education of your child. So whatever you say to me as an Esprit parent is important to me, OK?*

OK.

*2. What does your school hope to achieve from the internationalisation of education?*

Maybe because Cartesius hasn't done so well in the last couple of years and after a renovation it might want to attract more students?

*3. What are the aims of education?*

To pass on a broad knowledge basis to children so they can cope with life's challenges. With knowledge you can practice a profession and make a living.

*4. What are the features of a more international type of education?*

It would be education with a focus on other countries. So an international school enrolls students from abroad who speak different languages and employs teachers who teach in a different language, in English or maybe in Spanish. It aims not at what the Netherlands wants with its education, but more at the aims of the European Union or overseas, I don't know.



*5. How are these features different from the current education at your school?*

At this moment all lessons are in Dutch and it feels really safe at the Cartesius. So lessons are easy to understand and we like an organised life in the Netherlands, working with an agenda with set times, or maybe I do, I don't know! [Laughter] Perhaps we will let go of all of that when we internationalise our school, or we might do things differently? That is what I mean by 'safe': familiar or used to how we do things in the Netherlands.

*6. Would you support the IB Learner Profile as the aim of all the programmes at your school?*

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I would support that. Education would be more than rote learning this way: it would be about thinking for you and about yourself! This is what the school is currently not about and what we are all about at home as parents.

*7. What are the features of an internationally minded teacher?*

That is a difficult question. I think this type of teacher would be informed about and practicing how teachers work in other countries. It wouldn't know whether that would be allowed within the Esprit School Group though.

*8. What are the criteria necessary for the training of internationally minded teachers?*

I think an open-minded person. And I think someone who loves his profession enough to be able to invest in himself.

*9. What are the reasons that make this training necessary?*

Internationalisation of education is a team effort. Just changing books won't do. Internationalisation will have to be expressed in everything; otherwise it doesn't stand a chance. Training would be necessary to expect a different way of thinking.

10. *Are these nine questions suitable for finding out how and why the Esprit School Group and your school internationalise their education?*

That is a difficult question. I just gave you my views. I wonder if they are useful to you.

11. *What could be improved about these questions?*

I don't know. I just think about the private international school nearby, which is closely connected to international schools around the world: would just being different be enough to internationalise your education? Internationalisation needs to be done in the student's, not the school's interest. 'Being different' as a school can be done in other, less structural ways I think. I cannot say your questions are lacking in any way.

**School leader Cartesius Lyceum**

(female)

27 June 2014

1. *Why did the Esprit School Group decide on the internationalisation of education?*

Originally, there were two reasons. Teaching in an English language and international context would prepare students better for their future. In the Netherlands, English has become a second language and this country and Amsterdam have traditionally been oriented internationally. And secondly, for internationally mobile students an affordable alternative to the private international and English language school sector did not exist in Amsterdam. So there was an option to create good and much needed schooling opportunities.

2. *What does your school hope to achieve from the internationalisation of education?*

We are not a pioneering school when it comes to the internationalisation of education. Our task is not to be a bilingual or expat school but to be a good senior general secondary and pre-university school. We do see the organisation of study trips abroad and their integration in our language programmes especially, as an enrichment.

### *3. What are the aims of education?*

I think to obtain a diploma, as evidence of a successful cognitive development. And also to help students with their personal development, with finding answers to questions like 'Who am I?' and 'What do I want?'. And also -more fashionably- I think education is about helping them to understand their citizenship duties in the Dutch society.

### *Do you prioritise any of these?*

Tricky, and my focus shifts over time. As a senior general secondary and pre-university school we are simply obliged to help students to obtain a diploma. It is complicated to describe personal and civic development in a hard and fast way. A diploma is more tangible.

### *4. What are the features of a more international type of education?*

I think an educational context in which attention stretches beyond Amsterdam and the Netherlands. So a more international type of education comprises attention for other countries and other cultures.

### *5. How are these features different from the current education at your school?*

This context is taking shape. For example our history programmes have shifted from a Dutch-centric view of certain topics, say the Second World War, to a more international view.

### *6. Would you support the IB Learner Profile as the aim of all the programmes at your school?*

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Yes. However, I consider making one's values and guarantees explicit to be a typical Anglo-American cultural trait. In the USA even the garbage collection services have a pledge! [Laughter] Traditionally only Dutch denominational schools would have these and I would not want to implement something similar top-down.

*7. What are the features of an internationally minded teacher?*

They would be open-mindedness and the ability to handle students with diverse backgrounds and cultural perspectives. These features would also have to be visible in how teachers handle their curriculum. So a Western-centric selection of literature or a focus on leftist newspaper cuttings would not be considered internationally minded!

*8. What are the criteria necessary for the training of internationally minded teachers?*

I think knowledge about the theoretical background of international mindedness and international education. And a translation of this knowledge base to the teacher's practice. Show it! [Laughter]

*9. What are the reasons that make this training necessary?*

Internationalisation, as part of the school group's mission statement, doesn't rank high on the priority lists of many Esprit schools, other than the Berlage Lyceum and the AICS. So, in order to work towards it, bottom-up, it would be essential to train the teachers and to let them create something special. Please don't forget there are more parts of the Esprit mission statement, such as the language policy. So what is it going to be: every Esprit teacher a language teacher, or every Esprit teacher an international teacher, or both? I think we have to make choices.

*10. Are these nine questions suitable for finding out how and why the Esprit School Group and your school internationalise their education?*

Yes, provided that you give us a definition of what internationalisation of education means. You run the risk that your respondents have an idea about internationalisation which does not correspond with what you are researching.

*11. What could be improved about these questions?*

You could also ask the respondents before you start: "'Internationalisation of education', what does that mean to you?" Then you know the perspective from which they answer your questions.

**Student Two De Eilanden**

(female, student in group 7)

1 July 2014

*1. Why did the Esprit School Group decide on the internationalisation of education?*

Because the boss of our school's boss would like to know what students learn?

*2. What does your school hope to achieve from the internationalisation of education?*

I think our school boss might want us to learn more.

*3. What are the aims of education?*

I think the main aim is to learn.

*4. What are the features of a more international type of education?*

International education and education might actually be the same. I don't know really.

*5. How are these features different from the current education at your school?*

Teachers would perhaps make more of an effort so we could learn more: if they would believe that to be true than it is true.

*6. Would you support the IB Learner Profile as the aim of all the programmes at your school?*

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No, it sounds like I have to do and be like all these things and this is a Montessori school. That means that we do, as we like, a little bit of this and a little bit of that.

*7. What are the features of an internationally minded teacher?*

To me it means a teacher who really makes an effort and someone who is stricter: just like saying that the Profile is something that we must do.

*8. What are the criteria necessary for the training of internationally minded teachers?*

I think it would be good for teachers to do a traineeship at schools where these internationally minded teachers work.

*9. What are the reasons that make this training necessary?*

To improve my learning, but I wouldn't like to have anything enforced upon me.

*10. Are these nine questions suitable for finding out how and why the Esprit School Group and your school internationalise their education?*

Well, they are good questions.

*11. What could be improved about these questions?*

I didn't have good answers to all the questions, I think.

**Teacher Two De Eilanden**

(female, teacher in group 6-7)

1 July 2014

*1. Why did the Esprit School Group decide on the internationalisation of education?*

I think because it is fashionable. And when something is fashionable and successful people start to copy one another.

*2. What does your school hope to achieve from the internationalisation of education?*

I think we simply go with the flow. We just follow the direction as set out by the Esprit School Group. Internationalisation is pretty low on our school's priority list, really.

*3. What are the aims of education?*

To provide a starting point for young people to develop into pleasant, curious, independent thinkers. And indeed, the word 'learning' does not occur once in that definition!

*4. What are the features of a more international type of education?*

In my opinion, they are exactly the same as the aims of education I just mentioned.

*5. How are these features different from the current education at your school?*

I don't know. I don't know enough about more internationalised forms of education. I can imagine that at a primary school, it would be enough to have some sort of attention for small-scale issues in society, which can be applied to bigger issues later on, when the children are older. Also education is culturally determined: I do my thing as a teacher within the possibilities and restrictions of my culture! My vision for education though, is a very international one: working on the development of children, regardless of their cultural background. The content with which that is happening is culturally determined. And only in that sense of the concept of education, with regards to content not pedagogy, we cannot be called 'international'. But one day every child inquires into the boundaries of the law of gravity by dropping something. That is not determined by national borders!

*This is what Montessori meant by 'cosmic education'?*

Yes, well she observed, recognised and formulated in her practice as a general practitioner certain truths -quite separate from national borders- about the developmental stages of a child; wherever she taught, in the USA, India, or the Netherlands. A child's curiosity is not tied to a certain culture or society. The educational content, however, is. It is a different matter if you would wish that to stay the same for the future, but for the moment that is the way it is, I think.

*6. Would you support the IB Learner Profile as the aim of all the programmes at your school?*

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That is beautiful. I can't imagine anyone to disagree with these? But no, I personally, and I think a lot of Montessorians at our school, have enough of a grip on and belief in what we can expect from our students using Montessori's theory, which corresponds with this Profile. I don't need a new belief. At the same time we wouldn't mind working with the Profile because it doesn't deviate from Montessori's theory.

*7. What are the features of an internationally minded teacher?*

No idea. [Laughter] You have just observed me as a teacher. I try to connect with the world, the perceptions of the children. An internationally minded teacher would try to connect to a bigger world perhaps, with the risk of creating a grown-up connection, not a child's. We, as educators, try to connect with the world of the child. We don't try to make the child connect with our world, our perceptions.

*8. What are the criteria necessary for the training of internationally minded teachers?*

That would be an educator who is consciously striving to be very knowledgeable about different cultures and backgrounds. This can be done from books too, not necessarily from travelling and working abroad only. The Dutch writer Simon Vestdijk, who did not like travelling in an age before the internet, wrote many fantastic, well informed novels set in different parts of the world!



9. *What are the reasons that make this training necessary?*

Only when you choose to follow this trend called internationalisation! [Laughter] It is handy, however, to widen your horizon in a world that is getting smaller and smaller. But overall, I quite enjoy the fact that we are all different. Therefore, I am not looking forward to more of the same in this world! [Laughter] So to know and respect one another is important, but a training to become more of the same doesn't appeal to me.

10. *Are these nine questions suitable for finding out how and why the Esprit School Group and your school internationalise their education?*

Your questions don't seem completely open to me. You clearly have an agenda with these questions.

11. *What could be improved about these questions?*

They can be more open, for example as five-point-scale questions about the respondent's opinion about a number of statements.

#### **Parent Two De Eilanden**

(father of a student in group 7)

2 July 2014

1. *Why did the Esprit School Group decide on the internationalisation of education?*

I suspect it is a market-driven initiative, because the parents asked for it.

2. *What does your school hope to achieve from the internationalisation of education?*

No idea. Does it internationalise its education? I do know that language education is really minimal here. There are projects though, which focus on what happens outside of the Netherlands. But I

don't know whether this school is actually internationalising its curriculum or curriculum delivery. If its the latter, I know very little about it!

*3. What are the aims of education?*

To prepare students for an independent future and to obtain knowledge to make that happen.

*4. What are the features of a more international type of education?*

An education which involves a uniform way of working: it would enable students to be educated anywhere in the world. So the curriculum delivery is very important, I would think: so working with projects, in groups and particularly in mixed-age groups for example.

*5. How are these features different from the current education at your school?*

I don't know. The curriculum content, I think. And I think the lack of proper language education. For the rest, they might not differ that much from what is happening at our school. My children went to a Dutch international school in Jakarta. I really liked what they learned there about communication and presentation. That is really different compared what is happening here.

*6. Would you support the IB Learner Profile as the aim of all the programmes at your school?*

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It is quite a bit of marketing language, of course. How this pans out in practical terms, remains to be seen. But, as a school, setting the aim -which will need to be assessed- of developing open-minded students is fantastic!

*7. What are the features of an internationally minded teacher?*

Open-mindedness, I think. I don't know. Basically, having the same characteristics as mentioned in the Learner Profile?! And work with the students in the spirit of the Learner Profile.

*8. What are the criteria necessary for the training of internationally minded teachers?*

I don't know. I am tempted to think that these teachers need to be trained at a university, because of a more academic approach of things. Perhaps that is too much to ask. There might be teachers without an academic schooling who do possess the right characteristics.

*9. What are the reasons that make this training necessary?*

I suspect that the current teacher training might not be appropriate? I think the proof of the pudding is whether the criteria of the internationally minded teacher can be assessed or not. If so, training would be desirable.

*The IB organises evaluation visits and training for its schools and teachers.*

That sounds really good, I have to say.

*10. Are these nine questions suitable for finding out how and why the Esprit School Group and your school internationalise their education?*

Yes, that looks good and relevant.

*11. What could be improved about these questions?*

I wouldn't know, I am not an expert.

**School leader De Eilanden**

(female)

7 July 2014

*1. Why did the Esprit School Group decide on the internationalisation of education?*

I think because the Esprit schools serve a diversity of cultures and backgrounds, and because Amsterdam is a multicultural city. Internationalisation of education is important in order to serve these diverse groups students with good, useful education before they move again into the world. As Esprit we wanted to be a major player from the start, we wanted to be able to influence this internationalisation process early on, we wanted to offer good education and we wanted to profile the Esprit schools in a positive way.

*2. What does your school hope to achieve from the internationalisation of education?*

Not only do we try to develop our children into sensible, independent adults, but we also want to teach them that they are responsible, as world citizens, for the environment beyond their street, village or town. That is cosmic education to us.

*3. What are the aims of education?*

The main aim is to teach children to ask the right questions. This helps knowing the right things, developing socially and emotionally in the right way and being truly interested in the other. It also helps distinguishing cause and effect, when one is confronted with expectations, and knowing how to inquire and ask the right people who can help you finding the right information and skipping certain sources of information in an informed way. The key question in education is how to interest children in their environment and their own talents. And it helps to teach them how to ask the right questions.

*4. What are the features of a more international type of education?*

I think to create the right environment for children: an environment which invites children to engage with different aspects of different world cultures. Also I think to provide them with essential

knowledge and skills to be able to to that: learning to communicate in the English language, or different languages later on.

*5. How are these features different from the current education at your school?*

That is a tricky question. A lot of our curriculum is fixed. But we organise international projects which connect to what is internationally topical and what interests the children. So we had a Brazil World Cup project, in cooperation with the Museum of the Tropics in Amsterdam. To put it rather arrogantly, the current education at our school wouldn't differ too much from an international type of education. We make the students feel part of a world that is bigger than their Amsterdam school in the Netherlands. We will, however, organise more English language education by native speakers.

*6. Would you support the IB Learner Profile as the aim of all the programmes at your school?*

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Yes, because it is difficult to disagree with this! [Laughter]

*7. What are the features of an internationally minded teacher?*

I think someone who is consciously working towards world citizenship. This stretches beyond mere knowledge transfer within the narrow confines of one's own village, town and country: so a teacher who is always aware, in his teaching, of the elements of such a Learner Profile. Someone who is role modeling this awareness of being a small but important part of something bigger and works towards higher goals than delivering routine lessons.

*8. What are the criteria necessary for the training of internationally minded teachers?*

An internationally minded teacher is a good listener, observer, someone who can detect and relate causes and consequences. Also someone who is capable based on observations, of giving the right advice to a child to further its development: someone who is genuinely interested in children, colleagues, parents and someone who is able to reflect on his own professionalism, to admit mistakes and say sorry.

9. *What are the reasons that make this training necessary?*

I am starting to notice that a more ideological take on education is possible. I always thought that it is fine and somehow even positive to have many different teachers in a team. Difference and learning about differences is necessary for students and unavoidable in a team, yet there can be no discussion about the prime purpose of a teacher: to serve the child. Sometimes this attitude can be taught, through a reflective process, and as a competence. For instance to be sensitive towards one's environment: what consequences in the behaviour of others could be the result of my own actions? And sorry, some people simply don't have that attitude and never will. Even training would be pointless because this core attitude is not there. It would be interesting but ambitious, perhaps too ambitious, to organise such a training before a permanent contract is offered with Esprit.

10. *Are these nine questions suitable for finding out how and why the Esprit School Group and your school internationalise their education?*

These questions seem relevant and the interviewing process allows the respondents to expand on their answers. That is positive.

11. *What could be improved about these questions?*

I misinterpreted question five. Perhaps that question needs to be looked at?

Intelligent verbatim transcription

**Pilot Inquiry focus group interview**

January 2015

**Ten students AICS**

(five male and five female, International Baccalaureate Middle Years' Programme, grade 2)

14 January 2015

[Students talking among themselves]

The questions are all about internationalization of education, so you first need to put your mindset to internationalization of education. Making your education, your students, more international, whatever that means, and then your questions are about that topic. So don't just randomly answer – for example, for group C you have the question 'What are your strengths?'. This is your first question

for group C, correct? So that question is 'What are your strengths, as a student, to make internationalization of education happen?' That's the question.

If I go to group B for example, to give you a bit of help, 'What do you assume or believe about yourself, as a student, regarding internationalization of education?' That is the question.

And then group A, you have a more straightforward question. Your first question is: 'What do you want regarding internationalization of education?'

[Students talking among themselves]

Student (female): For the second question, is it 'privileges' or 'privileging'?

'What are you privileging?', so 'What are you prioritizing?'. What is most important and what is less important? For internationalization, so what is really the most important thing, and what is less important?

[Students talking among themselves]

You've got two questions, group C. Are you managing? Yes? Good.

Group A has got 6 questions, are we nearly there?

[12:56]

I am going to start with group A and I'm going to read out the first question. Then I'll just hear what you have to say and I'll guide you a little bit through your answer to make it clear for myself. And then we'll just go over the questions one by one.

*Question 1 about internationalization of education, group A, is 'What do you want?'*

Student (female): We want to study abroad.

Student: We want to have the chance to meet new people and have a good education...

Have a good education, meet new people and study abroad. Okay.

*In terms of what you want from international education or making education more international, what are you privileging? In other words, what is the most important thing you want out of it and what is less important but still something you want to get out of it...*

Student: To have a wider understanding in every part of the curriculum.

Ok, can you explain that? ... [summarizing] To have a broader idea of what you are learning, broader in the sense of what happens elsewhere in the world?

Student: Yes.

*When you think about international education, I'm going to assume that you want education to be international, and perhaps even more international, what drives you? What makes you want international education?*

Student: We want to go to a good university, to get a good job in the future so when you picture that in front of you, you kind of [unintell.]

Ok, so to get a good job, go to a good university, is there anything else? What drives you?

Student: Well, success.

*The next question is about how you picture success. What do you imagine success will look like?*

Student: Being able to support yourself and a family if you want, a child...

[interruption, microphone trouble?] All right, we're going to continue. It's on again... Okay, so we left off at the question 'What does success look like?' and you said it looks like being able to support yourself and perhaps support a family.

Student: Having a goal in mind, an achievement. You want to be successful with your goals and your dreams.

What kind of goals? Goals for a job... Good education goals...

*What are your aspirations, in other words, what do you aspire to in terms of international education?*

Student (male): Success and happiness.

Are the two different?

Student (female): They should go together but...

Student (female): Not necessarily...

What is the difference between the two?

Student (female): Well when you're successful you are not always happy.

Ok, that's an answer, very good.

Student (female): You may have wanted to be a doctor and you may be successful but you may not be happy with your success.

*Last question for group A: Your hopes for internationalization of education or making education more international. What would you hope for?*

Student: To be more international, be open-minded, have a broader perspective.

Ok, thank you very much! Over to group B. You had the greatest number of questions and they were not easy, so I'll try to help you answer the questions the best I can.



*The first question, group B. Internationalization of education. What do you believe yourself to be in that picture of internationalization of education?*

Student: We believe that you can do anything if you believe in it, if you have any specific goals and you really want to achieve them... If you believe in yourself, that you can achieve them.

Student: You have to work very hard to achieve that goal, then you can achieve whatever you want.

*In terms of international education, the internationalization of education, what do you believe about others? What is their role, what do you assume about others?*

Student: We had some trouble with this one. It is good for others because it will help them in the future, like getting better work.

Ok the community, to help others to get work.

Student: So our community could help them achieve stuff they want to do or didn't know about. It will educate them more to come to school like this, see different cultures. And learn more stuff about different people.

Very good, learning different things about different people. For others also to have a better future, as you said, to have a job for example. And community is a very important word there, very good!

*What do you believe about the political climate at school, outside of school. This has to do with power, who calls the shots so to speak in terms of international education. What do you think about that, what do you believe about that at the moment?*

Student: ... It depends because the [unintel.] community or the [unintel.] community is in different places and the power would be different in different areas. It could be that the power would be... like... different...

The power where? In school?

Student: In school... For me the teachers would have the most power because they are the ones that teach. They are older, they educate you...

Ok, they are older, they teach you... Do you feel that they are most important for international education and making education even more international?

Student: I think the people around you at this school are more important because you learn new stuff from different people about the places they come from.

The people around you? You mean other students?

Student: Yes, other students...

Ok, very good. Excellent, so you are mentioning teachers, other students and in terms of political climate they influence you most. Because when I say power it is about influence as well.

*What about the history? What do you assume and believe about the history of international education at your school?*

Student: We believe that first it was like a small community and it kept growing.

Quite rapidly?

Student: Yeah. Now mostly every country in the world has at least one international school.

Student: I think that most countries have an international school.

So there are more and more international schools?

Student: Yes, it keeps growing.

*What about the physical environment? The hardware stuff that is around you in the school, like the playground, the school building, the stuff you find in classrooms and teachers work with. What do you believe about that in terms of international education and internationalizing it even more? What is international about it? Or not?*

Student: The physical environment of the people... We wrote down 'It's built for small people' because outside there is stuff for our age and older people but they are really not into this stuff anymore so it's mostly for the...

Ok, so how does that relate to international education? So you're not very happy about it...

Student: Well... we're happy with it. For example the playground, kids play there, they communicate with each other...

And what is international about it or not so international?

Student: There are different people from different cultures, different types of games maybe.

*So in a way that is international about it, ok. Last question: 'What do you think about internationalizing education and why do you think you think that way?'*

Student: For myself I think it's a good idea because you will have more opportunities, when you are older you will be able to do more stuff. If you went to a Dutch school before you have a Dutch education and continue with that or you can have an English education. At this school there are people from different cultures and maybe you will learn new languages or you can always pick your education. It is a more simple way of taking what you want to learn...

*And one of the most difficult questions is: Why do you think that? If you look at yourself, what is your view on the world, or on success, or on education? What is your idea about it?*

Student: I think that if you go to an international school, the good thing is that you learn a lot of different languages so you have a chance to travel and not just stay there, or not just travel but also stay there for a while and visit different places around the world because you might speak the language. At a normal school you might learn at least one other language but not so much as at an international school.

*Thank you, that's very clear. Nothing to add? Ok, we go to group C with their two important questions. Question 1: 'In terms of international education, as students, what are your strengths? How does international education, or making it even more international, work when you look at yourselves?*

Student (male): The first one is that we can speak many different languages so when there are new students we can communicate with them. Many different backgrounds so we can also share experiences with them so we know where they come from. There are many kids from America, so you have something to talk about, and they know things from their backgrounds. And also communication is very important, that's why it is good to speak lots of languages.

Communication is more than language probably, you can also communicate without even speaking a word, is that what you mean?

Student: Yes.

*That's it? [Yes] And the last question: What is working between you, when you look at yourself as students, and international education and making education perhaps even more international? What is working and what is maybe not working so well?*

Student: That we follow the IB system, that's working because different universities accept people with an IB degree.

Okay, so you are in an IB system. Sometimes I repeat things because I am closer to the microphone and my voice is a bit more trained. So IB system which also helps you to gain access to universities worldwide.

Student: ... and we learn many different languages in school so we have many choices in terms of which country we want to go to. The teachers are all international so they can share their experiences from around the world with us.

Very good, international background of the teachers that teach you.

Student: Yes, that's it.

Ok, thank you very much. It is time to go to round 2, so basically it is buzzing time again. You can make as much noise as you like. Okay, round 2, go to your color for round 2, so blue, red or black. Take 5 or 10 minutes to prepare your answers.

[Students talking, deliberating]

[35:45]

Okay, one more minute to finish off your answers. Remember, you don't have to write everything down.

[37:03]

*Okay, now for a change, we are going to start with group B. So group B is going to start. Actually, you've got the first question? Who's got the [unintel.] questions? 'Is what you want reasonable', is*

*that your group? Okay, then we're going to start with C. In terms of international education, internationalization of education, is what you want from it reasonable?*

Student (male): Yes, it is reasonable. The school provides almost anything we want so it is only a few changes that we would like.

Can you explain that?

Student: Like what else do we want or...

Well, first what you want and why you think it is reasonable?

Student: What we want is to learn more languages. I think that is reasonable because there already are a few languages [unintel.] and then add a different language.

*And what you want from international education, is that possible?*

Student: Yes, because of the IB system. There's a wide range of things that...

*Yes, it's possible because of the IB... [Yes] Third question is: 'How do you picture successful international education to be? What is your picture of success like? Is it the only picture or could you think of other success stories of international education?'*

Student: We think there are other ways to reach success.

Can you explain?

Student: By homeschooling, that's one way to achieve success.

Okay, homeschooling could be another way to successful international education. Could you explain?

Student: There are many online courses you can take, for languages, which adults also use to learn new languages.

*Okay, very good. Last question: 'Are there perhaps other success stories...' – this is actually the same question when you think of it, isn't it – How did you answer that question?*

Student: We said 'Because there are many different perspectives of success.'

And who could have a different perspective of success than you as students? Teachers? Adults? Your parents perhaps? And what would their picture of success be, you think? Of international education and more international education?

Student: Achieving goals. If they wanted to move abroad, they [unintel.].

*They can take their education abroad. Okay, thank you group C. Who had the first question about believing? Group A – fantastic, congratulations with those questions. So what do you believe about information that you might not have been considering regarding international education?*

Student (female): We have been looking at the academic side of international education. However the social side is equally important to our growth.

Can you explain a little what the difference is between social and academic?

Student: Academic is more like a book full of information regarding the subject. Social would be more about exposure to... I think that is really where you get your culture from, where you are exposed to other people.

*Yes, and how that affects you, how that changes you. What do you believe about blind spots that you have with regard to international education? Could you think of things about international education that you normally don't think about but now that you're in a room thinking about it, you now think about?*

Student: Well, having many cultures affects you and your education. I think that is our answer to [unintel.].

So the social side is actually really important?

Student: Yes.

*Have you thought about – that's the third question – sources of information, that could be books, internet, other people, that you normally don't really think about that affect your beliefs about international education?*

Student: We're basically exposed to... I think we get a lot of information. Usually we get information from books or online but exposure to something gives you a different point of view on it.

Again, people usually?

Student: Yes. And then the last question.

*The last question, yes. What do you believe about people who don't agree with you with regard to international education? Dissenting means that you disagree and so the question is: 'Have you ever met somebody who thinks international education sucks, basically?' And where do you stand when somebody tells you that international education sucks?*

Student: Of course there are always people who don't always agree with everything. So if they have a different view on it, that's fine. But we would stand in a position where we are obviously accepting of it and it's fine if you want to think that, but we are...

So they are entitled to their own opinion and that's it. The last group is group B. Thank you very much group A, well done.

*Is what you are doing helping you to get closer to what you want out of international education?*

Student: Well, it depends on what your goals are. If you want to stay in your home town for the rest of your life, then you probably shouldn't go to international school. You still can if you want to, but international schools are for people that want to travel in their future or study abroad so if that is what your goal is, then... [unintel.]

Yes, that depends on what you want from international education. But I'm asking you as students, what *you* want. It's great that you are able to put yourselves in your parents' shoes or your parents'

employers' shoes, that is a good sign. But as a researcher I am only interested in you, as students. So what *you* want out of international education, a more international education perhaps... Is what you are doing helping you to get out of it what you want?

Student: It is helping us. Most of us want to travel and study abroad so then yes, it is helping us.

And what are you doing? Meeting other people, learning languages...?

Student: Yes, and meeting different cultures, learning languages... Thinking that maybe that is a nice place to go...

Ok that is very clear to me, is that what you wanted to say?

*Next question is: 'If you keep doing what you are doing, will you get closer to or further away from those you want to be close to?' I think you have answered that in a way already.*

Student: Well, most of us want to travel so we will probably get further away from our family if we leave, or maybe they will go with you, I don't know. Probably not, so yes then you will probably get further away.

So you want to be close to other travelers, other cultures, other people. And your parents are still there but...

Student: She wants to go to a warm country...

Well then you are obviously in the wrong place.

*The second last question: 'What would you do differently to get what you want to get out of it? Is there anything that you could do differently?'*

Student: It depends...

You just explained quite clearly what you want to get out of international education...

Student: We wrote 'It depends'. For every question.

*Are there things that you could do differently tomorrow or next year, to get more out of your education than you are doing now?*

Student: Well... you could be more interested in the subjects that you are taking and not just do what the teacher asks you to... or being forced to.

Student: Yes, you could be more interested in what you are actually doing because now we are just doing it because we have to. We have no choice. Some people are not interested in that... And some are because you want to do something like science or mathematics, or they just like it. When you don't like that subject you don't work as hard as you actually can.

Student: Or some people don't like the subject but they want to study it because it will help them in the future.

*Thank you. What might you stop doing? You've answered that question to a certain extent but it's the last question. Is there anything that you need to stop doing in order to get out of your international education what you want to get out of it?*

Student: Stop having friends, because that is a *big* problem at the moment.

Student: But if you stop having friends...

[interruption, someone comes in]

[unintel.]

Student: ... if you stop having friends, that's not really a good thing because...

Student: Well, you can focus more on your education!

Student: But then you'll be lonely and get bored. What you have to do is balance both things. You have to balance your friends and your education. You can do both.

So it depends if you spend too much time with your friends at the cost of your academics, that is what you are saying.

Student: Yes, they are interfering with your work.

That's all that's been said? Group C, we already went over your questions? Okay. That's it. Last round, buzzing time again.

All right, round 3, go to your color. Take max 10 minutes, let me know when you're done. Put up your hand when you're done, so I have an idea.

[Students talking, deliberating]

[56:46]

Okay, three more minutes.

[57:48]

*No, you or whoever is going to read out the answers is going to represent all the different things that have been said. Ladies and gentlemen, we're going to start with group B. The first question, group B: 'Is there something new you could want that could better satisfy you in terms of international education? Are there new wants and wishes that you have thought about?'*

Student: Yes, an international Starbucks in the cafeteria, with red cups!

Okay, right. That's it?

Student: Yes! Nothing else. Oh we want an Albert Heijn but that is not international. Oh Jumbo is, I think...

*Let's move on. Let's concentrate for another 10 to 15 minutes and then we're done. Can you reshape who you want to become? In terms of international education, do you think it empowers you to be someone else, someone that you want to become?*

Student: Yes, I think it helps us because international schools give us a good education and allows us to study anywhere in the world we want to, and work anywhere. So we have multiple options.

*Next question: 'What opportunities do you have together?' Basically you've mentioned them but could you restate them?*

Student: Together we can change something.

*So you feel empowered to make the choices you want to make? Last question: 'Can you gather alternative measures of success?' In other words, can you think of different success stories?*

Student: Apart from studying in international schools? Well, in the Netherlands there are a lot of Dutch schools and...

Student: You have experience with that?

Student: If you don't study in international school... [interruption] there are many good universities here and they speak English and Dutch so if you go to Dutch school, you can still study...

So that's an alternative because those students also often speak good English and go to good universities.

*Okay, I'm going to move the microphone to group C, who is doing the next set of questions. The tough ones. The rest, please remain quiet. So what do you believe about the construct we need to interrogate? A construct as a building or a piece of... something that you imagine about international education. How can you question that, you think?*

Student (male): I think to learn about more international countries in geography, we can maybe learn about life in different countries? That's it.

So basically international education at the moment is too restricted in certain areas, in the sense that you don't learn about other countries?

Student: Yes.

*What do you believe about new ideas about international education that you could adopt?*

Student: We could learn more languages so that we can have a wider choice of countries to move to in the future.

*What would these languages then give you as students?*

Student: The choice to move to many different countries, to have different jobs, to learn in different countries, to have a future in different countries... Wherever we want to go.

Everyone agrees? Yes?



*In terms of beliefs about new information that you might need in order to make better informed choices. What could you think of?*

Student: About life abroad. That's basically what we need to choose, where to move around the world.

So you need to know more about what life looks like in other countries.

Student: Yes.

*Where would you get that information from?*

Student: We could learn it in school from teachers or online.

Teachers outside of school you say?

Student: Or in geography, we could learn this because it also links in with geography.

So the world, so to speak, maps and so on...

*The last question is: 'What do you believe about who can help you in getting closer to this information?'*

Student: I think the geography teacher, but also our parents. And we can ask other people who have been around the world about their experiences and different countries.

*Thank you very much. You understood these difficult questions. Over to group A to finish this round.*

*Question 1: 'What do you need to do or be able to do to achieve what you want to achieve?'*

Student (male): You must have a focused mindset.

Student (female): You have to have a strong academic foundation to get to where you want to go.

*Get the fundamentals right, ok. Last question: 'What kind of thinking do you need to adopt in terms of getting out of international education what you want to get out of it? What kind of thinking?'*

Student (male): You need to be open-minded and accepting so...

Student (female): Open-minded but not naïve.

Can you explain that?

Student: You can be open-minded and accepting of everything but you have to have your own opinions and thoughts about what is going on around you.

So you need to stay close to yourself and who you are. Who you want to be.

Student: Yes.

Is that what you meant?

Student (male): Yes, and don't close yourself off to other ideas.

Stay open-minded, literally. No blinkers.

*I'm going to collect everything on the tables, so stay seated please. I have a final question for you. You've been really good. We've been in here for an hour and fifteen minutes as I predicted, and that's a long time, because normally your lessons last 45 minutes. Okay. I guess my final question is, in terms of this process, what do you think could be improved? Or maybe what did you like about it? You can also mention something positive but I'm mostly interested in how things could be better.*

Student: Maybe discuss more as a group.

Anyone else? Positive, or feedback?

Student: The questions could be a little easier.

I noticed that, that's one thing I'm going to work on. Some of these questions need a lot of my input.

Student: Or just explain more clearly, they don't necessarily have to be easier, just clearer.

More clearly explained, on paper? Did my explanation help?

Student: Yes, your explanation helps. So maybe just put it on paper.

I think I'm going to work on that. Anything else, positive, negative?

Student: I like discussing everything in groups and hearing their opinions.

Thank you very much. I've got something very small for you: some candy. Before you leave, just to give you a little insight into what is going to happen next: this calendar year, 2015, I'm basically going to write a small book about this. And at the end of this year, November or December, it should be finished. In December 2016, so that's next year, I'll be graduating, and then it's done. I'll be graduating at the University of Bath and then it will be final. But this pilot really helps. So I'll keep you posted, basically, and you will then be [unintel.].

Student: Is this, like, your thesis?

Yes, it's my thesis, yes.

[unintel.]

Thank you very much, don't forget your stuff.

[loud noise, students leaving the classroom]

## Appendix D

### Letters of introduction to potential participants and consent form (August 2014)

#### (i) English version for students

Esprit School Group

R. Kervezee, board manager

P. Irenestraat 59

1077 WV, Amsterdam

Date: 29-08 2014

Dear student,

I would like to introduce Mr Boris Prickarts to you, who is headmaster of the AICS as well as a doctoral student undertaking research at the University of Bath (UK).

**I am writing to ask for your participation in a research project called 'Shifting borders: a case study of internationalisation of education within a Dutch School Group in Amsterdam'.**

This study aims to find out how and why Esprit students, teachers, parents and policy-makers aim to be more international. If it works out well, more research can be done with the results of this study. We will understand more about international education in the Netherlands, about good education and about the purpose of education.

If you are happy to participate, you will be interviewed twice (approximately 45 minutes) by Mr Prickarts: once with Mr Prickarts alone and once together with other student participants of Esprit schools. The interviews will happen at your school or at a place convenient for you. The interviews will be recorded and written up. Mr Prickarts will give you a copy of the interview for you to read and check if you wish. Any information that you may provide will be treated as strictly confidential and will not be made available to anyone else.

**If you would like to participate in this study, please download the attached consent form, type your name, school and telephone number on it and return it before Friday 12 September to [b.prickarts@aics.espritscholen.nl](mailto:b.prickarts@aics.espritscholen.nl). Before the interview you will be asked to sign it. Should you decide to withdraw from the study, you may do so at any time.**

With kind regards,

Ruth Kervezee

Executive Board

Esprit Scholen

## CONSENT TO PARTICIPATE IN A RESEARCH PROJECT

I \_\_\_\_\_

student

of \_\_\_\_\_

(Esprit school)

have read the information above, in the letter of introduction, and I am happy with the answers to all of my questions.

I am willing to participate in the research project conducted by Mr Boris Prickarts. I know that I can withdraw at any time.

I understand that I can email Mr Boris Prickarts and ask for more information.

I understand that all information I provide will be treated strictly confidential. I know what information is being collected, what the purpose is, and what will be done with the data once the research is done.

I agree that the research information may be published. Names or other information that may identify me cannot be used.

\_\_\_\_\_

Participant's signature

\_\_\_\_\_

Date

\_\_\_\_\_

Contact telephone number

In the British Educational Research Association (BERA 2011: 4), the rules state that '[...] all educational research should be conducted within an ethic of respect for the person, knowledge, democratic values, the quality of educational research, and academic freedom'. This research is guided by these rules (2011: 5-8).

Please be informed that if you have a complaint regarding the manner in which this research project is done, it may be given to Mr Boris Prickarts or alternatively to Mrs Sytske Teppema (sytsketeppe@gmail.com) or Mr Jac Reus (jacreus@hotmail.com). For more information regarding the Esprit Complaints Procedure, please visit [www.espritscholen.nl](http://www.espritscholen.nl) (in Dutch, use buttons Over Esprit Scholen and Klachten en Geschillen).

You will be provided with a copy of the letter of introduction and signed consent for your personal records.

**(ii) English version for teachers, parents/guardians and school leaders**

Esprit School Group

R. Kervezee, board manager

P. Irenestraat 59

1077 WV, Amsterdam

Date: 29-08 2014

Dear Madam/ Sir,

I would like to introduce Mr Boris Prickarts to you, who is headmaster of the AICS as well as a doctoral student undertaking research at the University of Bath (UK).

**I am writing to request consent for you to participate in a research project being undertaken entitled 'Shifting borders: a case study of internationalisation of education within a Dutch School Group in Amsterdam'.**

This study aims to find out how and why internationalisation of education is being adopted by Esprit students, teachers, parents and policy-makers. This study will contribute to our understanding of the reasons and factors that influence the practice of the *Esprit International* policy. It will also provide further grounds for studies on internationalisation of education, links between (Dutch) education and the national context and between good education and purpose.

The research will involve your participation in two semi-structured interviews: one with Mr Prickarts alone and one together with the other teacher, parent or policy-maker participants within Esprit schools. The interviews will be conducted at your school or at a place convenient for you. Mr Prickarts will be contacting you in the near future regarding the interviews that will take approximately 45 minutes each. The interview will be recorded and transcribed prior to analysis. He will provide a copy of the transcript for you to read and verify if you wish. The selected teachers will be involved in one lesson observation by Mr Prickarts. He will also provide a copy of the lesson observation report for you to read and verify if you wish. Any information that you may provide will be treated as strictly confidential and will not be made available to anyone else.

**If you consent to participate in this study, please download the attached consent form, type your name, capacity, school and telephone number on it and return it by Friday 12 September to [b.prickarts@aics.espritscholen.nl](mailto:b.prickarts@aics.espritscholen.nl). Before the interview you will be asked to sign it. Should you decide to withdraw from the study, you may do so at any time without prejudice. Your participation in this study does not risk any right to compensation which you may have under Esprit statute or Common Labour Laws (CAO).**

With kind regards,

Ruth Kervezee

Executive Board Esprit Scholen

## CONSENT TO PARTICIPATE IN A RESEARCH PROJECT

I \_\_\_\_\_

teacher/ parent/ guardian/ school leader (please encircle)

of

\_\_\_\_\_ (Esprit school)

have read the information above, in the letter of introduction to potential participants, and any questions I have asked have been answered to my satisfaction.

I am willing to participate in the research project conducted by Mr Boris Prickarts, realising that I may choose to withdraw at any time without prejudice.

I understand that I can contact Mr Boris Prickarts and request additional information about the study.

I understand that all information provided will be treated strictly confidential and will not be released by the investigator unless required by law. I have been advised as to what data is being collected, what the purpose is, and what will be done with the data upon completion of the research.

I agree that research data gathered for the study may be published, provided that names of other identifying information is not used.

\_\_\_\_\_

Participant's signature

\_\_\_\_\_

Date

\_\_\_\_\_ Contact telephone number

In the British Educational Research Association (BERA) revised ethical guidelines (BERA 2011: 4), the Principles Underpinning the Guidelines, it states that '[...] all educational research should be conducted within an ethic of respect for the person, knowledge, democratic values, the quality of educational research, and academic freedom'. This research is further guided by the BERA framework of responsibilities to the participants (2011: 5-8).

Please be informed that if you have a complaint regarding the manner in which this research project is conducted, it may be given to Mr Boris Prickarts or alternatively to Mr Sytske Teppema (sytsket Teppema@gmail.com) or Mr Jac Reus (jacreus@hotmail.com). For more information regarding the Esprit Complaints Procedure, please visit [www.espritscholen.nl](http://www.espritscholen.nl) (in Dutch, use buttons Over Esprit Scholen and Klachten en Geschillen).

All participants will be provided with a copy of the letter of introduction and signed consent for their personal records.

## Appendix E

### Interview questions (i) and interview and lesson observation schedule (ii)

August-September 2014-July 2015

#### (i) Interview questions

From an *individual* (2x student, 2x teacher, 2x parent, 1x policy-maker x 5 schools + board manager) about the *organisation* (Esprit schools within Esprit School Group).

<p>Respondents: students, teachers, parents and policy-makers</p> <p>The focus is on how and why an organisation works</p>	
Responses to pressures (questions 1+2)	<ul style="list-style-type: none"><li>• Why did the Esprit School Group decide on the internationalisation of education?</li><li>• What does your school hope to achieve from the internationalisation of education?</li></ul>
Responses to concerns (questions 3-6)	<ul style="list-style-type: none"><li>• What are your concerns regarding the internationalisation of education?</li><li>• How long have you had these concerns and do they fit together smoothly, i.e. are they coherent?</li><li>• Do you spend time thinking what you should do in the light of these concerns?</li><li>• Do you see anything in your background which is helpful or obstructive in relation to realising these concerns?</li></ul>

<p>Aims of education (questions 7-10)</p>	<ul style="list-style-type: none"> <li>• What are the aims of education?</li> <li>• What are the features of a more international type of education?</li> <li>• How are these features different from the current education at your school?</li> <li>• Would you support the IB Learner Profile as the aim of all the programmes at your school?</li> </ul>
<p>Professional development needs (questions 11-13)</p>	<ul style="list-style-type: none"> <li>• What are the features of an internationally minded teacher?</li> <li>• What are the criteria necessary for the training of internationally minded teachers?</li> <li>• What are the reasons that make this training necessary?</li> </ul>



From an *organisation* (4x focus group of students, teachers, parents and policy-makers) about the *organisation* (Esprit School Group).

<p>Respondents: focus groups</p> <p>The focus is on how and why an organisation works</p>	
<p>Internationalisation of education: now</p>	<p>WANTS</p> <p>Regarding <i>internationalisation of education at your schools</i>:</p> <ol style="list-style-type: none"> <li>1. what do you want?</li> <li>2. what is most important?</li> <li>3. what is driving you?</li> <li>4. how do you picture success?</li> <li>5. what are your highest ambitions?</li> <li>6. what are your hopes of the process?</li> </ol> <p>PERCEPTIONS</p> <p>Regarding <i>internationalisation of education at your schools</i>, what do you assume or believe about:</p> <ol style="list-style-type: none"> <li>7. yourselves (e.g. your role, importance)?</li> <li>8. others (e.g. their role, importance)?</li> <li>9. the general political climate (e.g. the role and importance of those with authority)?</li> <li>10. the culture (e.g. the way things are done and decided)?</li> </ol>

	<p>11. history (e.g. the way things have been done and decided in the past)?</p> <p>12. the physical environment (e.g. school building, playground, locations outside of school)?</p> <p>13. models or theories playing out in your thinking (e.g. what you think internationalisation is and what makes you think that way)?</p> <p>ACTIONS</p> <p>Regarding <i>internationalisation of education at your schools</i>:</p> <p>14. what are your strengths?</p> <p>15. what is working between you?</p>
Internationalisation of education: blind spots	<p>WANTS</p> <p>Regarding <i>internationalisation of education at your schools</i>:</p> <p>16. is what you want reasonable?</p> <p>17. is what you want possible?</p> <p>18. could there be other indicators of a successfully internationalised school?</p> <p>19. what could a successfully internationalised school look like from the point of view of other stakeholders (e.g. students, teachers, parents, policy makers, businesses)?</p> <p>PERCEPTIONS</p> <p>Regarding <i>internationalisation of education at your schools</i>, what do you assume or believe about:</p>

	<p>20. other information you might not be considering (e.g. what the Esprit School group has decided what internationalisation of education is, what people at Dutch schools without internationalisation of education do, or think, or what people at private international schools do, or think)?</p> <p>21. your blind spots (e.g. what you –deep down- want out of education, or the real importance to you of what your friends, colleagues or parents do, or think)?</p> <p>22. sources of information you are ignoring (e.g. Esprit policy, your school's policy, other Esprit school's policy, government regulations, wishes of multinational companies)?</p> <p>23. those people who think that internationalisation of education is wrong (e.g. that it takes students away from real knowledge, that it interferes with the job parents have in value education, that international education actually strengthens national differences or that international education is elitist)?</p> <p>ACTIONS</p> <p>Regarding <i>internationalisation of education at your schools</i>:</p> <p>24. is what you are doing helping you to get closer to your aspirations?</p> <p>25. if you keep doing that –will you get closer or further away from those you want to be close to?</p> <p>26. what might you do differently?</p> <p>27. what might you stop doing?</p>

<p>Internationalisation of education: new</p>	<p>WANTS</p> <p>Regarding <i>internationalisation of education at your schools</i>:</p> <p>28. is there something new you could want that would better satisfy you?</p> <p>29. does it help you to reshape who you want to become (e.g. as a student, teacher, parent or school leader)?</p> <p>30. what opportunities do you have together?</p> <p>31. is there a way to measure successful internationalisation in a completely different way (i.e. different compared to what you had imagined so far)?</p> <p>PERCEPTIONS</p> <p>Regarding <i>internationalisation of education at your schools</i>, what do you assume or believe about:</p> <p>32. your own ideas about it, which might be in need of change?</p> <p>33. new ideas about it, which you might want to adopt?</p> <p>34. what these new ideas might give you?</p> <p>35. what kind of new information you might need, in order to be able to rethink internationalisation of education and make more informed choices?</p> <p>36. where you can get this new information from and what would you need in order to access it?</p> <p>37. who knows best about internationalisation of education and how you can get closer to this knowing?</p>
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	<p>ACTIONS</p> <p>Regarding <i>internationalisation of education at your schools</i>:</p> <p>38. what do you need to do, or be able to do to achieve your aspirations?</p> <p>39. what kind of thinking do you need to adopt?</p>
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**(ii) Interview and lesson observation schedule**

Categories of events to be scheduled:

A. Interviews (36x, max. one hour, as soon as possible);

B. Lesson observations (10x, max. one lesson, after teacher has been interviewed);

C. Focus group interviews (4x, max. one hour and fifteen minutes, as soon as all respondents of a category have been interviewed).

<i>Event category and respondent</i>	<i>September-October 2014</i>	<i>November-December 2014</i>	<i>January-April 2015</i>
A. Interviews (36x)			
<b>Students</b>			
<b>AICS</b>			
1	30-09 2014		
2	02-10 2014		
<b>Teachers</b>			
<b>AICS</b>			
1	03-10 2014		
2	3-10 2014		

<b>Parents</b>			
<b>AICS</b>			
1	29-10 2014		
2	29-10 2014		
<b>School leader</b>	27-10		
<b>AICS</b>	2014		
<b>Students</b>			
<b>Berlage</b>			
1	24-10 2014		
2		17-12 2014	
<b>Teachers</b>			
<b>Berlage</b>			
1	29-10 2014		
2		03-11 2014	
<b>Parents</b>			
<b>Berlage</b>			
1	23-10 2014		

2	29-10 2014		
<b>School leader Berlage</b>	31-10 2014		
<b>Students</b>  <b>DENISE</b>  1  2	31-10 2014  31-10 2014		
<b>Teachers</b>  <b>DENISE</b>  1  2		03-11 2014  03-11 2014	
<b>Parents</b>  <b>DENISE</b>  1  2	27-10 2014  28-10 2014		



<b>School leader DENISE</b>		06-11 2014	
<b>Students Europaschool</b>			
1		26-11 2014	
2		26-11 2014	
<b>Teachers Europaschool</b>			
1		26-11 2014	
2		17-12 2014	
<b>Parents Europaschool</b>			
1		26-11 2014	
2		25-11 2014	
<b>School leader Europaschool</b>		26-11 and 27-11 2014	
<b>Students Mundus</b>			
1		19-11 2014	
2		25-11 2014	

<b>Teachers Mundus</b>		18-11 2014	
1			7-1 2015
2			
<b>Parent Mundus</b>			
1		26-11 2014	
2		3-12 2014	
<b>School leader Mundus</b>		2-12 2014	
<b>Board manager Esprit</b>			12-1 2015
B. Lesson observations (10x)			
<b>Teacher 1 AICS</b>		12-12 2014	
<b>Teacher 2 AICS</b>			29-1 2015
<b>Teacher 1 Berlage</b>			4-2 2015
<b>Teacher 2 Berlage</b>			13-3 2015
<b>Teacher 1 DENISE</b>		11-12 2014	

<b>Teacher 2 DENISE</b>			11-3 2015
<b>Teacher 1 Europaschool</b>			28-1 2015
<b>Teacher 2 Europaschool</b>			28-1 2015
<b>Teacher 1 Mundus</b>		10-12 2014	
<b>Teacher 2 Mundus</b>			18-2 2015
C. Focus group interviews (4x)			
<b>Students</b>			25-3 2015
<b>Teachers</b>			6-3 2015
<b>Parents</b>			13-3 2015
<b>School leaders + board manager</b>			14-4 2015

## Appendix F

### Lesson observation template (August-September 2014-July 2015)

Lesson observation (5 schools x 2 lessons each)

Observational data in lessons

The focus is on what is observable in lessons with an international dimension to the student's experience, from *Esprit International* policy records and other relevant and documentable outcomes of the organisation.

### Observational data in a lesson with an international dimension to the students' experience

Teacher X School X: date X, time X

#### (i) Topic of the lesson:

a-Objective(s)

b-Planning of activities

#### (ii) Context of the lesson:

a-Students: number, age-range and make-up of groups and backgrounds

b-Teacher: age, gender, years of (Esprit) teaching experience and current professional development

c-Curriculum: intentions within a framework and underpinning principles

Category	<u>What do I want to see?</u>	<u>What do I experience?</u>	<u>Why do I think this?</u>
	A focus on:	An instrumentalist ('tunnel') or transformative ('gate' –more 'risky to the self') dimension?	Also based on data and reflections with the teacher before and after the lesson:
<b>Didactics (learning)</b>	<p><b>D1 Exposure to people of different cultures in- and outside of the school</b></p> <p><b>D2 Capacity to engage difference and be changed by it (including the teacher)</b></p> <p>-Learning <i>about</i> difference and diversity (e.g. about other societies and cultures) and <i>through</i> different and diverse ways of knowing</p> <p>-Learning to come to know 'the world as it is' (as opposed to judge, to moralise and to anticipate a certain future)</p>		

Category	<u>What do I want to see?</u>	<u>What do I experience?</u>	<u>Why do I think this?</u>
	A focus on:	An instrumentalist ('tunnel') or transformative ('gate' – a more 'risky to the self') dimension?	Also based on data and reflections with the teacher before and after the lesson:
<b>Pedagogic (teaching)</b>	<p><b>P3 Existing intercultural differences (including the teacher)</b></p> <p><b>P4 Reflective skills</b></p> <p>-Teaching <i>across</i> difference and diversity by using a multimodal concept of literacy (e.g. written, digital, spoken words, imagery, body language) to come to know your own interpretative capacity (as opposed to a focus on a certain kind of person)</p> <p>-Teaching as post-experiential (as opposed to pre-experiential) to develop dispositions (i.e. competences and attitudes, as opposed to a focus on achieving goals)</p> <p>-The teacher / exemplar of international-mindedness</p>		

Category	<u>What do I want to see?</u>	<u>What do I experience?</u>	<u>Why do I think this?</u>
	A focus on:	An instrumentalist ('tunnel') or transformative ('gate' – a more 'risky to the self') dimension?	Also based on data and reflections with the teacher before and after the lesson:
Curriculum	<p><b>C5 A broad and balanced intended curriculum within a framework or rationale</b></p> <p><b>C6 The 'living of' the underpinning principles of the experienced curriculum</b></p> <p>-A well-defined and -justified continuum of knowledge base, competences <i>and attitudes of mind</i>.</p> <p>-Planned discontinuity within a compatible curriculum.</p> <p>-Relations within curriculum content being framed towards 'introspective' (academic) identity (as opposed to framed towards a 'projective' (market) requirement</p>		

## **Appendix G**

### **Research data (August 2014-July 2015)**

#### *Management Agreements*

**G1: AICS**

**G16: Berlage**

**G31: Denise**

**G44: Europaschool**

**G57: Mundus**

#### *Budgets*

**G2: AICS**

**G17: Berlage**

**G32: Denise**

**G45: Europaschool**

**G58: Mundus**

#### *Policy planning documents*

**G3: AICS Activity Plan**

**G4: AICS School Plan 2012-2016**

**G18: Berlage Activity Plan**

**G19: Berlage School Plan**

**G33: Denise School Guide**

**G55: Europaschool School Plan**

**G69: Mundus School Plan 2013-2016**

#### *Participation council minutes*

**G14: AICS 2014-2015**

**G20: Berlage 2014 and 2015**

**G70: Mundus 2014-2015**



*Remaining documents*

**G15: AICS (i) Minutes meeting Amsterdam internationalising schools**

**(including Esprit) with Amsterdam Alderman for Education (February 2015)**

**G15: AICS (ii) Visitor data Amsterdam Expat Centre (March 2015)**

**G15: AICS (iii) Zwarte Piet (Black Pete) statement (November 2014)**

**G15: AICS (iv) Dutch Education Inspectorate's Report, secondary school (March 2015)**

**G15: AICS (v) Dutch Education Inspectorate's Report, primary school (September 2013)**

**G21: Berlage (i) Dutch Education Inspectorate's Report (January 2013 and September 2013)**

**G43: Denise (i) Student evaluation secondary (October 2014)**

**G43: Denise (ii) 'De Internationale School' Esprit Scholen Business Plan (June 2014)**

**G56: Europaschool (i) Dutch Education Inspectorate's Report (October 2013)**

**G56: Europaschool (ii) and migrant education**

**G56: Europaschool (iii) and the IPC**

**G59: Mundus (i) Dutch Education Inspectorate's Report (pre-vocational track 1: PRO, December 2013)**

**G59: Mundus (ii) Dutch Education Inspectorate's Report (pre-vocational track 3: Kader, March 2015)**

**G59: Mundus (iii) Dutch Education Inspectorate's Report (pre-vocational track 2: BBL, January 2014)**

*Multi-level one-on-one interviews*

G5: Interview Student One AICS

Intelligent verbatim transcriptionss and translations

Research Inquiry Shifting Borders

September 2014-January 2015

**Student AICS**

(male)

30 September 2014

1. *Why did the Esprit School Group decide on the internationalisation of education?*

Holland is a small country. To have Dutch education will bring you far, however the world is pretty big and to just sit there and look within your own borders is not enough if you want to do international business and look beyond your borders. If you want to live beyond your borders you have to have international education. Well, you don't have to, but it is helpful if you realise what is going on in the whole world, speak English well and become an international citizen. It is important to have an international look at things and to understand not only what is happening in the Western world, but also what is going on in Third World countries. And this would be the reason for me Esprit decided on internationalisation of education: for students to have an international view on things, to become international citizens and look beyond their own borders of their own country. And love people and realise that. My Dutch friends from Dutch schools say 'We're Dutch and this is our own country', but 80% of what happens and is important, happens outside of the borders of this little country. If we talk about the big countries, Holland isn't that important! Of course, it is important to someone who is Dutch, but nowadays the world seems so small and we get around to places so easily. On social networks I can speak to someone in Africa within, like, seconds. The world has become a smaller place as we can communicate with other people so easily. Becoming an international student and an international citizen is therefore important.

2. *What does your school hope to achieve from the internationalisation of education?*

The AICS is not focused on getting Dutch students in. (...) Its students already are, or are soon to become international, because they lived in a lot of countries and come from so many different places around the world. AICS is trying to get to this one international place where all the international communities can come together. A Dutch education would be great for Dutch students. I guess a Dutch education wouldn't be great for Chinese or Korean students. It would be positive for them to have one international education that is welcoming wherever you are. A local school is really focused on a local system. An international school is built on an international system for international students. I guess AICS is trying to achieve to be a good school when it comes to that.

3. *What are your concerns regarding the internationalisation of education?*

Being international is great: imagine everyone could speak English around the world and everyone would use one currency! Having the same culture would make things a lot easier, however there is

still a thing called 'culture'. I am really happy about the way I am being educated internationally at the AICS, but I do miss a Dutch culture. It is more practical, for the future, to have an international education but I do miss my Dutch culture now and then, to be honest. Like being down-to-earth, you know. (...) And I can imagine that all students at the AICS have that, when they can't for a full 100% express their own traditions and culture. That could be one of the downsides of international education. And if you don't speak English you do have a problem. Even though there is a lot of support and when they [i.e. students without English, BP] have friends who help them with translations into their own language, it is still a problem.

4. *How long have you had these concerns and do they fit together smoothly, i.e. are they coherent?*

I actually think about this quite often. Before I even came to the school, I wondered about the level of Dutch you are offering. I am in Dutch A, the highest level, but it would have been at a higher level for me if I had gone to a Dutch school. Those kinds of things, mainly because I am Dutch myself. It is not such a huge problem though.

5. *Do you spend time thinking what you should do in the light of these concerns?*

(...) I love my friends at the AICS, however at a certain point I started hanging around with my Dutch friends. To have that Dutch vibe. It's not all the weird stuff, it's more the Dutch humour and that kind of stuff. When it comes to Dutch language, I am not really taking action about the level that is not so high compared to a Dutch school. In the beginning I was really trying to become un-Dutch, after a while I actually realised that I am Dutch and it is not a bad thing to be Dutch.

6. *Do you see anything in your background which is helpful or obstructive in relation to realising these concerns?*

Well, the fact I am Dutch! [Laughter] (...) I feel Dutch, Dutch is my first language, I grew up in a Dutch school, when you hear me speak English you can hear I am Dutch. My English isn't perfect at all, I am still in English B. But I am not fully Dutch. (...) My dad is from India, my mum is half-Dutch and now I'm here. So in a Dutch school I was never 100% Dutch, although I felt Dutch. And in an international school I have the problem again, I miss my Dutch although I am not 100% Dutch! It just happens the way it is.

7. *What are the aims of education?*

(...) In general, you're educated to bring you knowledge you probably need later on in life. It's more than everyday learning stuff from your neighbours. Imagine where we would be if we didn't know what we know today!

8. *What are the features of a more international type of education?*

Looking at things in a global way and asking everyone to have their own opinion. Those are the two things for me. In class, for example, someone brought up the subject of IS [Islamic State, BP], and everyone was wondering: should we really go into this? Instead of the teacher saying: 'This is it', or 'This is not it', everyone gave their own opinion. (...) We listened to each other. Of course you read the newspapers, and most newspapers are written by English or Dutch, or at least the ones I read, but to listen to people from Iraq or from one of the countries where IS is, is different. I met this student who is from there and is against IS. (...) When you do history, there is an international approach to stuff. And you can listen to other cultures and to what other people have to say.

9. *How are these features different from the current education at your school?*

It depends on the teacher. (...) In reality not everyone has this international approach of 'Nothing is right or wrong, let's discuss this'.

10. *Would you support the IB Learner Profile as the aim of all the programmes at your school?* [A copy of the IB Learner Profile was shown from the International Baccalaureate Organisation (2013), IB Learner Profile, available online at: [citized website:   
http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf](http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf) (accessed July 2014)]

The IB Learner Profile was shown to us in the first week. Everyone was kind of laughing about it though, because it seemed kind of silly to be honest. It said a couple of things like 'Are we a risk-taker', or 'knowledgeable'? I think it was those things. (...) We now make jokes about it when we are in class and asked about why we do certain things, and then we say 'We are risk-takers!' [Laughter] The idea behind it is good but I don't take it really seriously. You can't be all of them and you cannot be exactly one of them. The IB is trying to give you an education where you can discuss things. That's good, I guess education is about going towards that however (...) we are never going to be all that.

However I would support the IB Learner Profile to be the aim of all programmes at our school because it is a good aim.

*11. What are the features of an internationally minded teacher?*

Speaking English fluently, it is an international language. To listen to others with respect (...) and sharing experiences from their own countries.(...)

*12. What are the criteria necessary for the training of internationally minded teachers?*

Thinking from the point of view of a student, not just the teacher's. (...) Don't be like 'Sit down, do your work and don't talk', but crack a joke every now and then, be cool, relax and get the students to get their work done. (...)

*13. What are the reasons that make this training necessary?*

(...) To prepare teachers for the expectations of students and parents who go to international schools.(...) And to teach them what the IB thinks about international education, so they fit into the IB system (...).

G22: Interview Student One Berlage

**Student Berlage**

(male)

17 December 2014

*1. Why did the Esprit School Group decide on the internationalisation of education?*

Because they want everyone to speak English well. (...) Maybe they also want to make it easier to study and work abroad.

2. *What does your school hope to achieve from the internationalisation of education?*

To help students to speak English well and to help them to go to other countries such as England or the USA (...) and to make it easier to find a job for example.

3. *What are your concerns regarding the internationalisation of education?*

I don't have any, really. (...) However, there is a risk of not learning anything if you are being taught in English and you don't learn the language well. (...)

4. *How long have you had these concerns and do they fit together smoothly, i.e. are they coherent?*

I have not been worried at all about it until this interview. But it would be a problem if you being taught in English and you don't understand it. (...)

5. *Do you spend time thinking what you should do in the light of these concerns?*

No, not at all.(...) But I could help students who don't understand, of course. (...)

6. *Do you see anything in your background which is helpful or obstructive in relation to realising these concerns?*

Not really. (...) My English is not very good, but it's improving. (...) I can help students who need it though (...) especially in Maths. (...)

7. *What are the aims of education?*

To attract students to a school, to give them a fun time and to learn languages (...). This is a fun school so lots of children should come here to have a good and useful time together. (...) Maths is important too. (...) Languages are more useful for traveling. (...) Learning enough languages and having enough general knowledge are the two most important aims of education. (...) To help

tourists in their own language for example. (...) To help others with what I have learned is the most important. (...)

*8. What are the features of a more international type of education?*

To be in contact with other international schools. Last week we had chat sessions via Internet with students in France. (...) This can be with other Dutch schools too. (...) And learning languages of course. (...)

*9. How are these features different from the current education at your school?*

At our MAVO [pre-vocational, BP] level we only have three subjects in English. That should be more. (...) Five for example. (...)

*10. Would you support the IB Learner Profile as the aim of all the programmes at your school? [A copy of the IB Learner Profile was shown from the International Baccalaureate Organisation (2013), IB Learner Profile, available online at: citized website: <http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf> (accessed July 2014)]*

Yes. Say, you have a communication problem, and someone who joins you to talk about it, that would be good. (...) This would also help to get better grades and to improve your learning generally. (...) We already do quite a lot of group work, for example. (...) We are not being graded for the way we cooperate (...) but that would be a good idea. (...) It's important to learn how to communicate. When you go abroad, at least you have the nerve to ask questions. (...)

*11. What are the features of an internationally minded teacher?*

No idea. (...) Perhaps someone who knows different languages. (...)

*12. What are the criteria necessary for the training of internationally minded teachers?*

To send them to different countries and see if and how they practice and master their languages. (...)

13. *What are the reasons that make this training necessary?*

(...) Sometimes we are being taught English by a substitute teacher who can teach us in Dutch only.  
(...) That's strange. (...) For a Biology teacher this is different of course. (...) If all students can understand Dutch, Dutch only is OK. (...)

**G34: Interview Student One Denise**

**G46: Interview Student One Europaschool**

**G60: Interview Student One Mundus**

**G6: Interview Student Two AICS**

**G23: Interview Student Two Berlage**

**G35: Interview Student Two Denise**

**G47: Interview Student Two Europaschool**

**G61: Interview Student two Mundus**

**G7: Interview Teacher One AICS**

**G24: Interview Teacher One Berlage**

**G36: Interview Teacher One Denise**

**G48: Interview Teacher One Europaschool**

**G62: Interview Teacher One Mundus**

**G8: Interview Teacher Two AICS**

**G25: Interview Teacher Two Berlage**

G37: Interview Teacher Two Denise

**Teacher Denise**

(female)

3 November 2014



1. *Why did the Esprit School Group decide on the internationalisation of education?*

The Esprit schools are in Amsterdam, a world city. (...) A lot of Dutch would like to go abroad when they have finished secondary school. The schools need to play a part in this. For example by having bilingual education, teaching about different cultures, projects with schools abroad maybe. (...) To prepare them for a possible future abroad or to deal with the different cultures in Amsterdam.

2. *What does your school hope to achieve from the internationalisation of education?*

It is an international school by definition because only foreigners attend the school. Its students have not been in the Netherlands for a very long time. Some have just arrived. Internationalisation is aimed at settling in, learning Dutch and to get going in Dutch society. The international aspect here is a double edged sword, as we also want to develop as an international school in its own right. Most students though, are mainly occupied with learning Dutch, learning English or learning Geography in English. Learning Geography comes second to some but not to others. We are still looking for the right balance. We also don't have a lot of students yet, so we cannot offer two programmes: one for someone who wants to stay in the Netherlands and one, from expat parents who have been in the Netherlands for two years, who will finish his schooling at a British school, for example. Yet we want to be attractive for both groups, expats and Moroccan youngsters who will settle. That's tricky. (...) It's clear what Esprit wants, what the municipality wants and what the principal wants. The question is: how will all that be accomplished? (...)

3. *What are your concerns regarding the internationalisation of education?*

Projects I took part in, such as E-twinning, (...) which involved students of schools abroad, did not go much further than 'Let's talk about our cultural differences' or sharing breakfast pictures (...). That's fun, but there are so many nationalities already at Amsterdam schools! It has no additional value. I would love to use my subject knowledge to internationalise with other schools: doing Geography or Maths together. (...) It might only benefit a class in a small village in Germany. And the levels vary enormously. If you want to communicate with a class in Spain, and you want to do so with students the same age, (...) our students speak far better English than students at the Spanish school. Internationalisation gets bogged down in language issues often. (...) It is really difficult to find the right partner. (...)

4. *How long have you had these concerns and do they fit together smoothly, i.e. are they coherent?*

(...) My concern pertains to the danger of students becoming demotivated. Questioning what they are actually learning, if anything. (...) This could just stop them from widening their horizons. (...) As an actively Twittering teacher with teachers all over the world and meeting teachers at international

conferences, I am often inspired to work together. It hardly ever happens though. No idea why. (...) Four years ago I was much more pro-active. (...) It seems I have given up now. (...) It's time consuming too (...)

5. *Do you spend time thinking what you should do in the light of these concerns?*

Yes. I am a perfectionist. So if it can't be done my way, I'd rather not do it at all. Or if I don't have faith in it, I'd rather not do it. Maybe I should be able to let go more. I can be critical towards someone else's ways of teaching, for example. (...) I have also not been asked, really. Say, the principal or team leader would indicate the need for this, that and the other, can you please organise, then fine. But I have taken the initiative myself so far. (...)

6. *Do you see anything in your background which is helpful or obstructive in relation to realising these concerns?*

I don't know. I have attended a school and a university abroad. I have always been interested in other schools, international schools or schools abroad. (...) I don't know how much this helps me. The fact remains that my concern has still not been realised. (...)

7. *What are the aims of education?*

Do you have a minute? [Laughter] (...) To prepare children for the future. But what kind of a future? At least enough of a future to get going, grow up, (...) So they belong somewhere, have friends in class. (...) And of course subject knowledge, a diploma. (...) or something else they feel passionate about. (...) And skills like, cooperation, critical thinking, ICT literacy and all that.

8. *What are the features of a more international type of education?*

Critical thinking, yes. Because being in the midst of all these different (...) cultures, you have to be able to critically evaluate who you are. (...) What do I want? How can I adjust, or change the situation? I think international schools are innovative schools by nature, because they want to change things. Unlike, say, old-fashioned boring schools. So there would be, quite naturally but not necessarily of course, more cooperation and less teaching and preaching. (...) For example, (...) almost all Ipad schools (...) are bilingual schools. The reason is practical, there happen to be a lot of sources and apps in the English language. These are also the schools with an eye for the future. And prepare children for it in an innovative way. (...)

9. *How are these features different from the current education at your school?*

Our level of teaching is not up to standards yet, as we don't have teachers yet who teach the senior years. Our aim is to have our youngest students graduate in a few years. But I don't think we will succeed. Also because the level of the students who attend our school is not up to standards. Some are at a higher level but don't progress as can be expected. They are held back by students who progress at a slower pace or who first need to work on their language. I attended (...) one of the best schools in China, (...) and I had to work hard myself to make progress. (...) And this was also due to great teachers there. And a good curriculum, the hard work. Teachers were never ill. Things were organised well. There were extra-curricular activities, school plays, (...) I think our education is too often too superficial still. (...) Although not all international schools are super good school, but I think it is being underestimated that the expectations for the IB [International Baccalaureate] diploma are very high (...). Expectations of the students and of the school. (...) Our project days (...) don't always work well. (...) teachers and students just work randomly. There is always a plan, but we could use some help to execute it. (...)

10. *Would you support the IB Learner Profile as the aim of all the programmes at your school?* [A copy of the IB Learner Profile was shown from the International Baccalaureate Organisation (2013), IB Learner Profile, available online at: [citized website:   
http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf](http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf) (accessed July 2014)]

Yes, and I think my resources match it well. I don't teach grammar a lot, so that helps. It's way too boring. (...) And I am lucky to have the freedom to decide about my curriculum and resources. (...) These are just restyled 21st century skills. (...) They are necessary skills. I learned them elsewhere myself, not at school, but I think I would have certainly welcomed them at my school at the time.

11. *What are the features of an internationally minded teacher?*

Someone who focuses not only on the Netherlands, but also on other countries, using the different cultures in the classroom. (...) I teach English, so I need to give examples from England, but also from South Africa, Australia, (...) It's a bit of a label term indeed. (...)

12. *What are the criteria necessary for the training of internationally minded teachers?*

The use of resources which are focused on the Netherlands and other countries. Also without stereotypes, (...) such as the Turkish dad who is always very strict and never shows up at school (...) An appreciation and celebration of the different cultures in the classroom (...)

13. *What are the reasons that make this training necessary?*

(...) I think that going abroad means that one becomes extra aware of one's nationality (...) If we wouldn't appreciate different cultures of the students in our classrooms, we would take some of their identity away. They have a difficult time as it is, suddenly being in the Netherlands, and it would be a shame if they are made to feel that they have to hide it (...). And teachers need to prepare the students to handle differences in a multinational, multicultural future, possibly abroad. (...)

G49: Interview Teacher Two Europaschool

**Teacher Europaschool**

(female)

26 November 2014

1. *Why did the Esprit School Group decide on the internationalisation of education?*

To make its education, especially language education, more useful in the rest of the world. (...)

2. *What does your school hope to achieve from the internationalisation of education?*

To distinguish itself from other schools. (...) It fits the type of parents that is attracted to our school very well. (...) So to attract students as well as teachers. (...) Internationalisation here is very much focused on languages. (...) And that's useful. You can also distinguish yourself with a Montessori profile, but I wouldn't have worked here in that case [Laughter]!

3. *What are your concerns regarding the internationalisation of education?*

(...) Vocabulary needs our attention because we are underachieving in that respect. Why is that? Is that because so many of our students speak two or three languages? (...) On the other hand, they have so much to catch up on, vocabulary might come later on.

4. *How long have you had these concerns and do they fit together smoothly, i.e. are they coherent?*

For a little while. (...) after an analysis of test results this concern evolved. (...) I hope the attention

we have here for extra languages, is not at the expense of the Dutch language development and vocabulary of the students, yes.

5. *Do you spend time thinking what you should do in the light of these concerns?*

More as a team, we develop different teaching strategies (...) relay teaching is quite a topic here now (...) as a teacher you can do a lot. More repetition for example (...)

6. *Do you see anything in your background which is helpful or obstructive in relation to realising these concerns?*

Yes. A wide vocabulary is necessary. And I am happy and confident I have one. (...)

7. *What are the aims of education?*

To help a student evolve towards a next phase in his development. (...) Children are all different but every child needs to be supported to evolve towards a next phase in his development (...) That needs cooperation and a need to formulate targets which are feasible.

8. *What are the features of a more international type of education?*

That's more or less the same. (...) The language programmes are the most internationalised parts of our programmes and the IPC [International Primary Curriculum] of course (...) because it is originally from the UK (...) The programmes need to have the same learning goals. Spanish and Maths programmes share the same learning goals, for example.

9. *How are these features different from the current education at your school?*

We have achieved a lot and there is still a lot to be desired. (...) It is odd, for example, that I am teaching all my Maths students at three levels, while it would be better to place some of my less able students with younger Maths students, and to place some of the younger, more able students with my older Maths students. Students are still organised by age. It would be better to organise them by ability. (...) Many of us have an issue with that idea though. Teachers are used to teaching their own age group. (...) Improving the differentiation within one home- or age group is already a step forward. I think it would help to differentiate between home groups.

10. *Would you support the IB Learner Profile as the aim of all the programmes at your school?* [A copy of the IB Learner Profile was shown from the International Baccalaureate Organisation (2013), IB Learner Profile, available online at: [citized website: http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf](http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf) (accessed July 2014)]

I think some of these we already cover. Some of them we need to work on. (...) They seem quite similar to the IPC learning goals. And we have not yet made a lot of progress with them. (...) consistently. (...) I would support it, yes.

11. *What are the features of an internationally minded teacher?*

To have a broader educational take than just a Dutch one. (...) Do Moroccan Maths, for example. (...) It would be good to teach the students that things happen differently in different parts of the world. Or don't happen at all, when there is no education! So we don't do anything [Laughter]! Or just make cheap clothes instead!

12. *What are the criteria necessary for the training of internationally minded teachers?*

To visit, experience and know about schools abroad. (...) It's quite personal too, whether you know about the world out there and whether want to share that knowledge. That seems hard to train (...) You need to care about what is happening out there of course. (...) And the IB Learner Profile needs to be a minimal requirement for an internationally minded teacher. You need to teach what you preach. (...) Say, open-minded (...) I would like to know what a teacher thinks about the many different cultures in our school. (...) An internationally minded teacher would come from abroad, or has lived abroad, or is open to and interested in different cultures. (...)

13. *What are the reasons that make this training necessary?*

To feel less Dutch and more connected to the rest of the world. (...) And to see this reflected in our teaching and learning (...)

### **G63: Interview Teacher Two Mundus**

## G9: Interview Parent One AICS

### **Parent AICS**

(male)

29 October 2014

#### *1. Why did the Esprit School Group decide on the internationalisation of education?*

(...) I know there is a need for international education as you have so many international people coming to Holland. (...) And they need education for kids. (...) And I guess Esprit was just the first to step in or has been the most successful in stepping in. And the Dutch education is not up to it because it's not Dutch education we are looking for. We are looking for something we can take to another country, if and when we go somewhere. (...) To put it at a more level footing of the rest of the world's education. It's like ISIS [Integrated Standard for Integrated Sustainability, BP] standards for education. Rather than having ten different syllabuses across Europe, you have one. And then it would be easier for children to grow up and take their education across Europe, or the world. (...) to centralise, to consolidate, to standardise it would make it, maybe not better, but simpler for more people to follow (...) transferable yeah.

#### *2. What does your school hope to achieve from the internationalisation of education?*

(...) By standardising, if this becomes more of a norm for education, then AICS is better suited for growing, more children, getting in more Dutch and more foreign students, and growing as a brand. So it puts you at the forefront, if this is the way that more countries are going. If not, then you'll be a niche school.

#### *3. What are your concerns regarding the internationalisation of education?*

(...) That she wouldn't get enough Dutch exposure. (...) That's our only concern. (...) And the level of secondary education. We are not sure it's good enough here at the moment. But she in class three, so we don't have to worry about that for another five or six years. And you're only here eleven, ten years? (...) Eleven years: so you have gone from nothing to this in ten years. So it's like, as long as your plans go well and the AICS grows the way we think it is going to grow, then the level of secondary education should be good. Mind you, since we've come here, you have doubled the size of the building. So you have got space to expand, space to bring in more pupils, more pupils bring in more teachers, more teachers bring in better education. That's the theory, or my theory. (...)

4. *How long have you had these concerns and do they fit together smoothly, i.e. are they coherent?*

Personally, I have always had that concern, because I am not a Dutch speaker. I have not integrated at all. My company is English speaking. I have been at my company fifteen years. I am not sure where I am going to go after, and this is why I haven't settled in very well. So, (...) I just want to give her a balanced education. So we figured the international way is the way to start. It's just: will she be Dutch enough? It's more of a personal concern than an educational concern. (...) I was thinking about putting my daughter into a French school. Because then she could learn French and French would be much more useful language to take wherever we went into the world. And my wife speaks very good French. We could, sort of, develop that part of her education. Again, we didn't really want to just put her in a Dutch school. We had the opportunity for international schools, so we thought 'Let's investigate them'. (...) The concern really was about being at home in the home country. I am not sure how long I am going to be here. I came for two weeks, that's now fifteen years ago. My wife came for a six months' gig, that was twelve years ago. We're not intending to stay, but we haven't got anywhere else to go yet. Since my wife left Belgium and I left the UK, both our parents have left the UK as well. So we have no home to go back to. So this is where we are. We are in a state of flux (...) We could easily end up living in Holland for the rest of our lives or we could get a job in New York next year. (...) The concern was what would be best for her in the foreseeable. The foreseeable is that we are here, so want her to have a decent tie to Dutch, but we want her to be as international as possible.

5. *Do you spend time thinking what you should do in the light of these concerns?*

Not so much planning career, no. My business is, sort of, very up and down. I'll go where they go next year. (...) We made the choice that we are happy with. We're not second guessing that thoughts. She is in the best balanced place. If we thought (...) we are going to stay in Holland forever, the Dutch school would have been the way. (...) I think the Dutch schooling is a very good system. We just didn't want her to be too Dutch, in case we'd move.

6. *Do you see anything in your background which is helpful or obstructive in relation to realising these concerns?*

My wife is an expat. She was brought up in Kenya. She is used to dropping sticks and moving. I am quite open-minded myself. I came to Holland with no plans. (...) We're quite good at making do with what we've got. The hindrance is probably the language, but I don't see myself changing that. (...) I speak Dutch (...) and then the Dutch reply to me in English. You don't get that if you are a Dutch speaker. Because they try and guess which country you are from. That's the game. (...) The Amsterdammers will not help you to learn Dutch. (...) We're expats. We're used to settle down, find



friends. We are used to people leaving. Expats is a different way of life. We don't have mum and dad down the road. We don't have family in the same town. We make do with what we've got. So we build a close circle of friends. You expect those friends to move and leave often, and you expect to have to build friends again. You have to get out there (..) to go to those dodgy Halloween Ball parties, meet strangers. It's like school disco's, often. But if you don't, you can't survive the expat life.

7. *What are the aims of education?*

To teach the kids how to think. To teach them the tools. To help them to develop the tools, to learn (...) to research. One of the reasons we chose AICS is the way they teach kids. I don't know the syllabus. I don't really care how you do your job, you don't really care how I do my job. But the way you do your job, I see nice kids. And I like the kids that I see from AICS. To me that was important. (...) The methodologies you use when you teach kids is making nice human beings. That's quite important to us.

8. *What are the features of a more international type of education?*

'International' is the openness, the inclusivity. It's not teaching *Zwarte Piet* [Black Pete, a controversial figure in a traditional Dutch Winter celebration, BP], Euros and *stamppot* [a traditional Dutch dish, made of mashed potatoes and vegetables, BP]. It is the Christmas fairs, there is Indian food, Japanese food, there is English food, there is Dutch food. The international education (...) teaches you about the world, not just about growing up. It teaches you the differences between peoples, countries, religions (...) Going to the library upstairs, it's like 'My first Christmas', 'My first Diwali'. I am still learning about them and I am forty! [Laughter] (...)

9. *How are these features different from the current education at your school?*

What I see at the AICS is almost very 'touchy, feely education'. It's teaching children the concept, it's giving children tools. And supporting children to learn themselves, which (...) is teaching them how to play. It's not teaching them Maths. It's teaching them numbers and letting them do the sums themselves. I am learning to accept that. It is very different from when I grew up. (...) I don't know if the way the AICS is choosing to educate is the right way, that is not my job. I do IT. I trust the decisions that you make. I have to. (...) It's quite open here. It's quite fun for my daughter. I find it quite fun for my daughter to be one of the minorities. (...) That whole melting pot, that whole mix of nationalities, of attitudes, of opinions. From the parents to the kids. I like that.

10. *Would you support the IB Learner Profile as the aim of all the programmes at your school?* [A copy of the IB Learner Profile was shown from the International Baccalaureate Organisation (2013), IB Learner Profile, available online at: [citized website:   
http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf](http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf) (accessed July 2014)]

Absolutely, yeah. This is what I expect out of an education. (...) That's part of education. It's not teaching them one plus one is two. It's teaching them everything. The school isn't responsible for this. The parents should be responsible for bringing up their children and educating them. The parents are responsible for putting them into a religion if that is their call. But if it's only happening in the home and not happening at school, it's unbalanced. So if it's happening in the school, that's the way it should be.

11. *What are the features of an internationally minded teacher?*

A balanced human being. Ideally someone who is also an expat, who has done some traveling or someone who is open to other cultures, other experiences. Someone who understands that schooling is not about teaching one plus one is two, and ABC. It's about getting the kids to learn. (...) When you get that light bulb on, when you get that understanding. It's not because the teacher taught you one plus one is two, it's because the way they said something (...) inspired you, got you thinking.

12. *What are the criteria necessary for the training of internationally minded teachers?*

(...) You want the teacher to be exactly the same as what you are teaching the kids. They need to communicate, they need to be knowledgeable. It's not about whether they have the MBA, the MA. It's not about the courses they have done. I see young teachers who just inspire children. I have seen teachers, 25-30 years of experience, who just rile the kids up. (...) They have to be growing with the kids. The teachers would also have to change their skill set and grow every day. (...)

13. *What are the reasons that make this training necessary?*

You have your Esprit mantra. You have your AICS 'learning at the heart of everything (...)' [the slogan of the school, BP]. Again, schools have become branded, they have their logos, they have their motto's, they have their power points behind who they are, what they want to be. (...) The teachers sign a contract, you take the salary, you need to believe in this or at least you need to put up enough of a show at school to say you support this. The school has to be united. The schools who are divided

and have teachers with other plans do not work. (...) Again, you're not teaching a subject, you're teaching how to learn how to grow up. (...) The mantra, yeah.

**G26: Interview Parent One Berlage**

**G38: Interview Parent One Denise**

**G50: Interview Parent One Europaschool**

G64: Interview Parent One Mundus

**Parent Mundus**

(male)

3 December 2014

1. *Why did the Esprit School Group decide on the internationalisation of education?*

(...) To offer possibilities for students to develop their potential. (...)

2. *What does your school hope to achieve from the internationalisation of education?*

(...) To improve the opportunities for all children, yes (...)

3. *What are your concerns regarding the internationalisation of education?*

No, not at all. (...) I am very positive (...) Every child enjoys going to school here (...) that's international for me (...)

4. *How long have you had these concerns and do they fit together smoothly, i.e. are they coherent?*

In Pakistan and India that's very different (...) your country's system (...) is amazing! (...) that's international! (...)

5. *Do you spend time thinking what you should do in the light of these concerns?*

(...) I have come from the jungle, so to speak. (...) Now all my children are here (...) When Taliban started its bomb attacks I took all my children out of school (...) in Pakistan (...)

6. *Do you see anything in your background which is helpful or obstructive in relation to realising these concerns?*

(...) I was terrified. (...) I was really worried because I had no family to look after me or my children  
(...) Now we are safe but have less income (...) I am very satisfied and relieved.

7. *What are the aims of education?*

(...) That's the aim I took over from my mother. (...) That my daughter wants to be a doctor, that's my aim. (...) my (...) other daughter ranked second in his class (...) my son loves boxing, wrestling (...) I feel he is going to be someone (...) and the other loves sports too (...) I think he can become really good in the future (...) I can think about possibilities for them, and I can pray (...) and I will help them (...) but they have to fight for it themselves.

8. *What are the features of a more international type of education?*

(...) I don't know. I only think about what can motivate children. (...) What I think is old system. I leave the decision-making to the children themselves. (...) Education, international education, it doesn't make a difference, no. (...)

9. *How are these features different from the current education at your school?*

I have been here three times. (...) I have seen enough. The school system is perfect. (...)

10. *Would you support the IB Learner Profile as the aim of all the programmes at your school?* [A copy of the IB Learner Profile was shown from the International Baccalaureate Organisation (2013), IB Learner Profile, available online at: [citized website: http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf](http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf) (accessed July 2014)]

Yes I would. (...) I teach these at home too. (...)

11. *What are the features of an internationally minded teacher?*

(...) Intelligence (...), respected (...) like a second father! (...)

12. *What are the criteria necessary for the training of internationally minded teachers?*

(...) Having a good brain (...) working in a good system (...) like a second father, teaching how to speak properly, how to sit properly, not to smoke, how to write (...) being respected (...)

13. *What are the reasons that make this training necessary?*

To have a good future, it is important to follow the second father. (...)

**G10: Interview Parent Two AICS**

**G27: Interview Parent Two Berlage**

**G39: Interview Parent Two Denise**

**G51: Interview Parent Two Europaschool**

**G65: Interview Parent Two Mundus**

**G11: Interview principal AICS**

G28: Interview principal Berlage

**Principal Berlage**

(male)

31 October 2014

1. *Why did the Esprit School Group decide on the internationalisation of education?*

(...) The students live in an international city, Amsterdam. And an international orientation of education in such a city seems a logical consequence. (...) Also the influx of migrants old style [e.g. from Morocco, Turkey, BP] has dried up. The arrival of new migrants forces us to rethink and act again in this perspective (...)

2. *What does your school hope to achieve from the internationalisation of education?*

(...) I don't think there are many people who really think about what we want to achieve with this.  
(...) When I ask this question to staff, I don't get an answer or answers are very abstract.  
'International contact': bringing students into contact with (...) but they have often already been to the cities or countries we take them to. There is nothing new about them. Maybe it would be new for our MAVO [pre-vocational level, BP] students, but not for our HAVO [higher secondary level, BP] and VWO [pre-university level, BP] students. (...) I have experienced these trips more like pensioner's trips with fun bits (...) there must be an additional value, but I wouldn't know how that comes about.  
(...) what is being done with the student's experiences when they come back anyway? (...) When contacts between schools intensify (...) something happens though, then the world opens up for the students and their understanding of it may grow somewhat.

3. *What are your concerns regarding the internationalisation of education?*

(...) I don't see any progression. (...) One would expect to progress to a higher internationalisation of education level intellectually, instead of just trying hard. (...) Bilingual education (...) has tremendous potential to be a wealth of activities and opportunities within internationalisation, but I don't see it happen. (...) And this is typical of education: initiatives evaporate or come to a stand-still due to financial and organisational issues. (...)

4. *How long have you had these concerns and do they fit together smoothly, i.e. are they coherent?*

My job [interim manager, BP] entails that I work in many different places doing many different things. (...) Thirty years ago, when I was principal for the first time, internationalisation wasn't much different from what it is now. (...) It still concerns me today, but maybe more as a human being (...) My assignments have more to do with either holding the fort or improving the management of a school, they usually are not very educational by nature (...) But internationalisation of education has traditionally been too fragmented. It needs to be integrated in the learning process, the curriculum, the school's vision (...) This implies the integration of subjects too (...) The Dutch education system is too fragmented. This can only change if the exam system changes. (...) A Dutch exam for, say Integrated Science instead of Physics, Chemistry and Biology separately, can force Dutch schools to organise their education differently. That's the way, not the other way around. That will never work. (...)

5. *Do you spend time thinking what you should do in the light of these concerns?*

Yes, and I think passion is needed to encourage it and to make it happen. (...) And to ensure that

internationalisation becomes a leading theme in the school, in its collective effort (...). That can make an international or internationally oriented school. (...) It needs to be visible too in the curriculum and in the professional development of staff. The teachers, they are the key to success. They need support. That's quite a job.

*6. Do you see anything in your background which is helpful or obstructive in relation to realising these concerns?*

Well, I am a trained pedagogue. One would think (...) [Laughter] (...) I think that the cognitive aspect of education is well covered generally, but the formative aspect of education is being neglected by teachers. (...) Education has been reduced to the transfer of subject knowledge. (...) I have always been passionate about connecting two those areas in a school: the cognitive and the formative. Only the very specialist issues need to be handled by specialists. (...) A teacher is first and foremost someone who is occupied with the formative process of a learner. (...) Internationalisation of education has to be, therefore, a formative process of a school, as reflected in the vision of the school. (...)

*7. What are the aims of education?*

(...) What is the function of a school in this day and age? Is it an institution to supervise children, to prevent them from roaming our streets? To a certain extent, I think it is. A school is becoming superfluous in many ways. Knowledge can be obtained from many places. (...) The way knowledge is being presented is debatable. We pretend as if it has to be presented in a certain order but, apart from Maths, this is nonsense of course. (...) Also the ICT possibilities force us to rethink what we are doing at school. (...) So what is the value of a school still? (...) I think this value is formative, not cognitive (...) This formative process should help children to keep going in our society, to find a job and all that. (...) School needs to help Amsterdam children to understand others in this city and learn how to live together, otherwise you have nothing. (...)

*8. What are the features of a more international type of education?*

It remains very abstract. Because you live here and you will probably stay here. Most people stay here or go back to where they have come from. (...) Children cannot be prepared here for a life in India, for example. Even more so, it becomes almost impossible for children to go back to India. (...) Children's formative education is geared towards preparing them for where they live now and where they will work (...) Children who go to MBO [senior secondary vocational education, BP] will stay here, within a limited area of where they are now. Only children who go to HBO [higher professional education, BP] or to university, will go somewhat further away from where they are now.

9. *How are these features different from the current education at your school?*

(...) Quite different. (...) This school has a tradition of looking after the educational needs of migrant students. That has gone. Especially because of the break-up with Denise [the new international school of Esprit, also with former migrant Berlage students, BP], that tradition has been said farewell to. So the school is in need of a new identity. (...) That is why there is no integrated approach (...) some projects maybe, but it is more of a routine. We have always done something international so we will keep on doing that. (...) Phantom limb pain, yes, it is something like that. (...) The strong point of the so-called ISK [International education for migrant children, BP] was that students without any Dutch went through a formative process of being at school together with Dutch students. The separation between the Dutch and the migrant students was not a good idea. What is in it for less privileged migrant students to go to an international school anyway? (...) I am quite worried about how this will develop. (...) So these children attend an international school, but hardly have a national identity! (...) With a higher intellectual level this might be less of a problem maybe (...) Time will teach us.

10. *Would you support the IB Learner Profile as the aim of all the programmes at your school?* [A copy of the IB Learner Profile was shown from the International Baccalaureate Organisation (2013), IB Learner Profile, available online at: [citized website:   
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Great. (...) It really appeals to me. (...) This is formative education, how one deals with other people for example. (...) If you want to keep going in our world, these are very useful attributes. (...)

11. *What are the features of an internationally minded teacher?*

(...) In my experience teachers are generally not very engaged beyond their subject, holidays, the weather, also young teachers (...) So an internationally minded teacher has an eye for and engages with the world, other cultures, its problems, politics, war (...) and takes this into the school, to the students (...)

12. *What are the criteria necessary for the training of internationally minded teachers?*

(...) With some people it will never work, because it's not in their character, or they are simply not interested. (...) In the 1970s a popular learning goal was to widen one's horizon by clarifying the concept of oneself [Zelfconceptverhelderende horizonverruiming, BP]. (...) Widening of horizons by clarification of the concept of the Self! [Laughter] It's a terrible string of words, but still, there is



something to it! That's how people should be trained, from within, through introspection, dealing with the outside world. (...)

*13. What are the reasons that make this training necessary?*

(...) To further understanding between people. (...) I don't know. (...) Europeanisation, rather than globalisation, is ambitious enough. (...) As it is very easy to fly almost anywhere for very little money, (...) usually to come back again and say that the food was awful (...) we might overestimate people's conscious efforts to lead their lives.

G40: Interview principal Denise

**Principal Denise**

(male)

6 November 2014

*1. Why did the Esprit School Group decide on the internationalisation of education?*

(...) Because internationalisation is all around us and Esprit realised at some point that it is simply there, quite naturally really. And because the AICS was set up and that Esprit saw opportunities. (...)

*2. What does your school hope to achieve from the internationalisation of education?*

(...) To become a community where everyone feels at home, (...) without seeing boundaries. (...) I have never realised when I worked at my daughter's school, a school very different from schools in Amsterdam, that all the children there look the same. Like my daughter really! [Laughter] (...) White skin, blond, long hair, (...) It never occurred to me when I started to work in Amsterdam, that students are from all over the place. (...) It makes you colour blind. No Chinese, or (...) it is what it is. (...) Internationalisation is about realising our common humanity, (...) and every human being needs to be human in his own unique way. (...)

3. *What are your concerns regarding the internationalisation of education?*

(...) We are not an international school. We are a new international school. (...) In the primary especially, we have a relatively large group of American parents (...) and they expect us to be an international school or, as they see it, an American or Anglo American school. And that is risky because it would mean we would be creating boundaries! We are not an international school (...) Yesterday we launched our new website, in Dutch, (...) American parents, or parents with an Anglo American background, said 'Great, but maybe, as an international school it should be in English too.' Well, then I think they are missing the point, there will be an English translation too, of course, but (...) And we are also being compared to the AICS. (...) We are not an AICS! (...) also maybe because we don't exactly know yet how we are going to do things. (...)

4. *How long have you had these concerns and do they fit together smoothly, i.e. are they coherent?*

Very recently, yes, in the past ten week or so. (...) It is a primary school issue, because of this group of parents (...)

5. *Do you spend time thinking what you should do in the light of these concerns?*

To communicate well. (...) with parents. (...) We have parents who expect to bring their children to school at 8:15 and, when it suits them, to collect them again at 16:00 instead of 15:15. (...) As a matter of fact, that's not going to happen. (...) because we don't want to be a school like that. (...) One of our current issues is that (...) we have the youngest students, between four and six years old, in one group (...) and it's hard to explain how we manage this exactly. If a parent sees me after four weeks, and shares her worries about her child not keeping up with his academic development (...) I find it hard to explain that we are not worried because we (...) are busy with settling in the students into their new context, teaching them how to cooperate, to bond with their new environment (...) The last thing I am worried about is whether this child knows his ABC! (...) I can get agitated that this parent has not understood the special circumstances and needs of his child's starting situation at our school. (...)

6. *Do you see anything in your background which is helpful or obstructive in relation to realising these concerns?*

At forty-something (...) one has arrived at mid-life stage, and one's roots become important again. (...) I am a son of a mother who spent time in a Japanese concentration camp. (...) In the end, this led

to a thorough search after our past. (...) My mum has been in this camp, in a world which is very hard to imagine and yet so close by. (...) My grandparents (...) went to Indonesia to start a school (...) When the war broke out, they had been living there for twenty years, and my grandpa died at my age, having a family like I do, (...) And what did I do in those first twenty years of my life? (...) Not much of any great importance. (...) My grandpa (...) worked for a German organisation. (...) Can you imagine what happened in 1939? His colleagues were arrested and made prisoner by the Dutch authorities! (...) I have never realised how insane that is. (...) how we all share a common insanity and humanity (...) it's a holistic world and shit can happen to all of us (...) this I try to relate to my school (...) and this history helps me, it gives me direction and it humbles me, yes.

7. *What are the aims of education?*

To make sure that when we will be pensioners, there will be enough people who care to wipe our bottoms for us. (...) I am at it again! (...) But seriously, what I mean is to create communities, large and small, which are prepared to help one another. (...) I have an issue with the concept of growth. They say that if there is no growth, something is not right. But is that really so? (...) We must be happy. And it helps (...) if you can look after yourself and others, when need be. (...) To develop ways to improve things for yourself and other people, perhaps. (...)

8. *What are the features of a more international type of education?*

That's exactly the same. (...)

9. *How are these features different from the current education at your school?*

Very different still. The best thing about Denise at the moment is the right professional atmosphere. (...) We know our students. We realise that we need to take the time to teach the students within their own possibilities. (...) without random assessments. (...) And our mutual dependence, as a small team, gives us strength. (...) In order to achieve our aims we adopted the IPC [International Primary Curriculum, BP] and the IMYC [International Middle Years' Curriculum, BP]. We love the fact that subject goals and personal goals have been distinguished in these curriculums. And to emphasise the personal goals (...) We don't know yet how to achieve those aims really (...)

10. *Would you support the IB Learner Profile as the aim of all the programmes at your school?* [A copy of the IB Learner Profile was shown from the International Baccalaureate Organisation (2013), IB Learner Profile, available online at: <http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf> (accessed July 2014)]

(...) The IPC and IMYC have eight personal goals and they are very similar to these. (...) It's not about these words but about what you do with them, of course. (...) So yes, I would. (...)

11. *What are the features of an internationally minded teacher?*

Someone who is not easily scared. Someone who doesn't judge. Someone with an open mind. (...) And to put your teachings in a larger context (...) It would be nice if a teacher would be able to look beyond the prescribed method and curriculum, but we are not quite there yet (...)

12. *What are the criteria necessary for the training of internationally minded teachers?*

It's about having an open mind. It's about being able to establish links, create context really, (...) speaking some English would help, yes, (...) and to be inquisitive and inquiring (...) and to have an opinion about it (...) I think they should take an active interest in the world around them (...)

13. *What are the reasons that make this training necessary?*

A better world, I think. (...) for a next generation (...) As educators, we are the direct link to the next generation. (...) Parents (...) look after their children, but are generally not really engaged with the rest of the world, not professionally. (...)

G52: Interview principal Europaschool

**Principal Europaschool**

(female)

26 and 27 November 2014

1. *Why did the Esprit School Group decide on the internationalisation of education?*

I think it has to do with an analysis of the schools, the needs of the students and the composition of the student body of our schools. And also because Esprit is a group of people that wants to be engaged with questions and developments in society. (...) Amsterdam is an attractive city for many cultures, and the Esprit schools therefore feel assigned to be engaged with this development. (...) Of course the different Esprit schools are engaged with this differently, depending on their educational profiles, academic levels, social-economic backgrounds of the parents, and levels of development (...)

2. *What does your school hope to achieve from the internationalisation of education?*

I hope I can keep our education interesting to a group of students that is already quite international. (...) Parents seem to be attracted to the languages that we offer and to the composition of our student body. I really don't want this to change. (...) we offer education which crosses borders compared to more standard Dutch education, allowing students to increase their possibilities, also abroad, in terms of languages, IPC [International Primary Curriculum] and the student body (...) formulation learning goals, using the diversity of our student body, yes. (...) A rich exchange of different cultures and different views on life is achieved automatically, because it's there, but it needs to be guided too (...) This way we are working on a civic assignment almost, on this idea of citizenship (...) within an enriched learning environment.

3. *What are your concerns regarding the internationalisation of education?*

I am not concerned, or should I? [Laughter] (...) It is something positive, it is representative of our school! (...) Schools are given the opportunity to work with internationalisation, at their own pace, using their own visions. There's no top-down management. Of course there are leaders and there are followers in this respect, (...) looking for the international ingredients within their school's profile and the needs and input of their student bodies. (...) The world enters every household, so the basic need is there for every school, as well as the assignment to frame this in such a way that children become worldly-wise. (...) Parents shouldn't expect us to be a bilingual, Dutch-English school though. (...) We are not a mother tongue school. We offer Spanish, English and French equally across the school. (...) There is indeed parental pressure (...) stemming from an increasing amount of bilingual primary schools in the neighbourhood. People might perceive us as bilingual and we are not. (...) There is pressure on my school's identity in this regard, yes. And on my leading position, which I intend to keep. I think I will succeed in this, (...) and I need to stay on the alert of what other schools do.

4. *How long have you had these concerns and do they fit together smoothly, i.e. are they coherent?*

From the beginning. (...) I have been conscious of the leading position of our school and the dialectics

of progress, being overtaken by schools who do new and better things faster than we do. I have to keep on innovating, and do things our way, yes. (...) Multicultural education, working with good, native speaking teachers three times a week who are being developed professionally (...) otherwise I will end up as a white, elitist bilingual school, and I don't want that to happen.

5. *Do you spend time thinking what you should do in the light of these concerns?*

Yes. (...) I have met principals who are stuck in a top-down policy environment. We have more room for maneuvering, and thus more responsibility, to shape this policy our way. That is all very nice, but it does make me ponder sometimes 'What on earth do I need to do next?' I consider myself to be a creative person, and quick on the uptake of new and useful ideas for our students. I develop many ideas (...) sometimes too many, too fast according to colleagues or parents (...) and I am always very happy with people who are willing to experiment with me, such as with respect to the pilot with the migrant students. (...) It is ridiculous that there are so few combined primary and secondary schools in the Netherlands, such as the AICS, and it is one of my dreams to realise this (...) or a school which is connected to a university (...) I would like to realise this as well (...) Coincidentally, I spoke with a research student yesterday, who wants to do research at our school focused on the question 'How does dyslexia manifest itself in different languages?' In our experience, dyslexia is less of a problem in English compared to Dutch. That's interesting. Is this accurate? (...) [The interview stopped recording here, due to a technical failure. It was continued the day after, BP] I see my role as ensuring that parents choose our school for what I think are the right reasons, for what we are, our school profile, and not for what they want it to be. (...)

6. *Do you see anything in your background which is helpful or obstructive in relation to realising these concerns?*

(...) My creativity, my curiosity, my eagerness to experiment and my nerve, they all help to find out what I have and what I need. (...) I cannot afford to lean back and wait for things to happen. (...) I grew up abroad myself, and was raised multilingually, that helps me tremendously. I enjoy speaking different languages, the different experiences, and the knowledge that this is part of who I have become. This experience also helped me to be curious (...) to have the nerve to start things (...) I don't need a career planning but look around me for possibilities (...) and avoid the beaten path (...)

7. *What are the aims of education?*

Coaching a child in its own, personal development in order to make well-informed choices independently. (...)

8. *What are the features of a more international type of education?*

Exactly the same. (...) These aims apply anywhere in the world! (...)

9. *How are these features different from the current education at your school?*

(...) A lot of relevant, positive developments have happened over the past three years, since I started at this school. (...) A more student- and learning centred approach is an important aim of ours. So we need less of a 'sage on the stage' approach, yes. This is unfortunately centred around the formal curriculum and the accompanying teaching and exercise books. And we are experimenting with the IPC, of course (...) and both are conditions for more differentiation, (...) to help us find out what the children need to grow (...) also with the children (...) in a systematic way (...) I am building a generation of students and teachers who don't know any different. (...)

10. *Would you support the IB Learner Profile as the aim of all the programmes at your school?* [A copy of the IB Learner Profile was shown from the International Baccalaureate Organisation (2013), IB Learner Profile, available online at: citized website:  
<http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf> (accessed July 2014)]

Yes, I would. (...) Children spend 70% or so of their time at school. (...) Schooling and upbringing are two sides of the same coin. (...) I sometimes have to bring up parents too. (...) I am, for example, implementing the SWPBS, School Wide Positive Behaviour System. (...) This cannot be done at school only (...) otherwise it doesn't work (...)

11. *What are the features of an internationally minded teacher?*

Curious teachers, about themselves and the world around them (...). Often my teachers have travelled, have lived abroad or intend to do so. (...) Teachers in their early thirties (...) entrepreneurial (...) not stuck in their own ways of doing things, yes (...) eager to learn and to grow (...) Multilingual teachers, or at least teachers who have the nerve to speak with parents in a different language (...) than their own (...)

12. *What are the criteria necessary for the training of internationally minded teachers?*

(...) Tricky. I would expect an attitude of inquiry. But inquiry into what exactly? And what makes this 'international'? (...) This teacher needs to have a very thorough understanding that his own norms and values (...) are not standard at all. (...) Reflection on culturally determined norms and actions, yes. (...) But these might be hard to train (...) yet it is possible (...) Whether one lives on a jungle boat

(...) or on the top of a mountain, this even physically determines one's perspective on the world (...) appreciating various perspectives means acquiring an open mind. This can be organised and controlled, yet depends on luck as well. (...)

*13. What are the reasons that make this training necessary?*

I think this helps to be happy, but this is nonsense because that is not my call. The world needs people to understand each other (...) and internationally minded teachers are an important factor in this, yes. Even more so in a time, when the world enters every household (...) whether you like it or not [Laughter] (...) Parents, guardians and school have the obligation to guide this well (...) and international mindedness (...) is crucial because it helps you to clarify one's perspective on the world and vice versa, exactly. (...) And this is not restricted to Amsterdam. I would want the same for students at a village school in Friesland [a more monocultural and thinly populated province in the Netherlands. BP]! (...) Maybe even more so because internationalisation can most certainly not be assumed there!

G66: Interview principal Mundus

**Principal Mundus**

(female)

2 December 2014

*1. Why did the Esprit School Group decide on the internationalisation of education?*

It was quite a natural development. The AICS was set up, bilingual education was started (...) Esprit also wanted to distinguish itself (...) We also have a board manager who has a vision on internationalisation of education, (...) globalisation. Where do people come from who live in Amsterdam? How is this reflected within our schools? Where do they work? How do we deal with these questions? (...) The internationalisation of education policy is the answer of Esprit. It also fits current educational thinking. (...) People learn across borders, and they move across borders. Influences from abroad (...) force us to think about a response (...) Physical borders, yes, but also crossing borders in the availability of information (...) New media shift borders, (...) how information is being received, and it facilitates a continuous synthesising of information. (...) Education is still quite inward-looking of course. (...) A new society is being created, more outward looking, with new loyalties, not to schools and churches any more (...) but to what is available and to what one needs to develop (...) and we need to provide our students with the necessary tools (...) and provide ourselves with these tools too! (...) Internationalisation (...) is not so much about what the teacher needs to teach to his students, but more about what we learn, as a group. (...) How does that work? (...)



2. *What does your school hope to achieve from the internationalisation of education?*

(...) Everyone needs to speak English up to his own potential (...) and we need to work with the identity of our students. (...) *Mundus* is 'world' and what I want to achieve is that strong people leave this school, who know their roots, their identity, how they relate to their own and how they need to relate to new identities. In the past, Dutch education policy developed from education in and about migrant's own language and culture, towards education in Dutch and about being Dutch. (...) Now I think that, in order to help migrants settling and making good choices, about how they want to live their lives, they shouldn't deny their origins (...) that's really bad. (...) My students can't tell their own story anymore. (...) Their life at home, on the streets and at school has become disconnected. (...) Working with their identity can enrich them in that respect.

3. *What are your concerns regarding the internationalisation of education?*

I don't know. We are able to set our own priorities. (...) It's not a top-down policy. (...) For some of my students it would be an issue if internationalisation would be reduced to bilingualism. (...) I am not sure whether they would cope, cognitively speaking. (...) Our students learn at a low cognitive level. (...) it needs to stay with their zone of proximate development, yes (...) *Mundus* is not a *Barlaeus* [Amsterdam grammar school, well-known for its academic reputation, BP] or an AICS (...)

4. *How long have you had these concerns and do they fit together smoothly, i.e. are they coherent?*

I have thought about them before. (...) I need to make internationalisation my own, so to speak. (...)

5. *Do you spend time thinking what you should do in the light of these concerns?*

I am thinking about what kind of design our own internationalised programmes need to have. (...) One or two hours per week of lessons in English, is not feasible. I am contemplating a three-week programme called Language Village. Together with AICS teachers, for example, and *Mundus* and AICS students bonding! (...)

6. *Do you see anything in your background which is helpful or obstructive in relation to realising these concerns?*

I did not grow up in the Netherlands. I grew up in France and Belgium and spent most of my childhood in Germany. (...) At a German Gymnasium [grammar school, BP] (...) I was torn between the German culture, my friends' culture, and the Dutch culture, the culture of my parents. That has

enriched me, because I felt free and able to live anywhere (...) but I was lacking roots! (...) I don't have a home. (...) My multicultural background helps me to see and help my Mundus students who struggle with the two or three cultures in their own background, yes (...) and my background does indeed not help me to answer the question 'How did you do that back home?' (...)

7. *What are the aims of education?*

(...) To educate people to relate to their society and to develop a critical, reflective and versatile take on life (...) making their own choices, being independent, critical and versatile (...)

8. *What are the features of a more international type of education?*

(...) education across borders, developing students who are versatile, critical, relate well with different people from different cultures, speak their language and take pride in it (...) Students who, indeed, don't only feel at home in new contexts, but also have their own critical thoughts. 'Where do I stand?' and 'How do I want to deal with this?' (...) One of my aims of education is to develop a civic (...) competence. (...) And this is related to diversity and internationalisation (...) How does one deal with diversity? (...) is a sub competence of that general civic competence, yes (...)

9. *How are these features different from the current education at your school?*

My vision for internationalisation does not have enough commitment yet. (...) Most of my teachers also don't know how to work with it. (...) My teachers are engaged with the students but (...) they don't understand the implications of my vision, let alone have the ability to transfer this understanding to the level of the primary process. I will have to accomplish this with a small vanguard of committed and able colleagues. (...) All lot is happening implicitly though (...) we need to be able to develop an explicitly internationalised programme (...) and monitor it explicitly yes (...) We have 59 nationalities. They cannot be ignored (...) Certainly people have conversations about differences between cultures (...) but not intended, no, (...) and without an assessment (...)

10. *Would you support the IB Learner Profile as the aim of all the programmes at your school?* [A copy of the IB Learner Profile was shown from the International Baccalaureate rganisation (2013), IB Learner Profile, available online at: citized website:  
<http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf> (accessed July 2014)]

Yes I would, certainly. This can be turned into great assessment rubrics too. (...)

*11. What are the features of an internationally minded teacher?*

(...) They would be teachers who answer to the same criteria as the ones describing the IB [International Baccalaureate, BP] Learner Profile, but at the level of teachers. (...)

*12. What are the criteria necessary for the training of internationally minded teachers?*

(...) The criteria of the IB Learner Profile, monitored and reflected in a special portfolio. (...) The teachers should be facilitated in time though (...) and develop professionally, yes (...)

*13. What are the reasons that make this training necessary?*

It's a challenge to enjoy and keep going in this unpredictable, fast moving world out there. (...) Cooperation and synthesis (...) cannot be found in your own school's context only anymore. (...) You will otherwise be behind, (...) and become illiterate, so to speak (...) We have more options than ever to decide things individually (...) especially as our traditional loyalties have gone. In terms of religion, politics (...) We have gone 'shopping', yes. And that's OK, (...) but it also means that one needs certain (...) characteristics, such as inquiry, more than ever. (...) These come to intellectually developed people more easily, and one should not assume that the social economic layers below don't need them (...) in case they are not taken on board (...) we will be left with an elite, no middle class and something down below (...) and they are not guided by, say a church, anymore. (..) So there's a civic responsibility for schools, yes. (...)

Postscript (email 5 February 2015):

My answer for question 9 is somewhat one-dimensional. I seem to be thinking too much for my teachers, perhaps this needs some perspective?

## **G71: Interview board manager Esprit School Group**

### **Board manager Esprit School Group**

(female)

12 January 2015

#### *1. Why did the Esprit School Group decide on the internationalisation of education?*

This has been one of my best decisions ever! [Laughter] Seriously, I think, with the right mindset, a number of people dedicated themselves to the effort and likely success of the consolidation of the AICS, as well as to the effort and likely success of migrant students. Apart from being involved in the normal routines within the Esprit School Group of course. (...) This was already happening, as you know, before I started as Esprit board manager, when I thought 'It cannot be that the AICS will not be a success (...) in Amsterdam!' This triggered me initially to start the internationalisation of education process. Quite organically (...), I and [XXX, principal of the AICS, BP] and yourself, (...) also considered that migrant students have different backgrounds but similar learning needs compared to expat students. So we started to rearrange the migrant students as another target group within Esprit -one we had traditionally been market leader for. This consideration led to the Deep Dive [brainstorm sessions on internationalisation of education with Esprit managers and team leaders in March and May 2011, BP], which resulted in ways we wanted to internationalise our education. (...)

#### *2. What do your schools hope to achieve from the internationalisation of education?*

(...) I followed my intuition, I know the city of Amsterdam and my way around the world. I focused on our students and listened to what people said before I decided to act on a number of policy matters. If I can say so myself, this is paying out now. (...) What a wit, that so many schools, within our school group and elsewhere in the Netherlands, are now taking on the challenge of internationalisation of education! It was more or less a taboo five years ago, as you know. It would only be for fancy, elitist expats, they said. (...) And of course the process had many twists and turns, (...) but for me the essence has not changed a bit. (...) the Esprit School Group and the city of Amsterdam can contribute to people, families and their children, who are internationally mobile, voluntarily or involuntarily, under pressure of globalisation. (...) when we were saving the AICS [it's public support was at a low and it's growth slowed down in 2006, BP] the context was at its most dire, because nobody could see that. (...) even the Amsterdam alderman for education reacted by saying 'You don't think I will pay for that, do you?! Mind your own business!' That's unthinkable now. (...) We had exactly one week to find a new school building, remember? (...) I see differences between the students, school leaders and possibilities, (...) at this moment for example, we have the nerve to set up Denise [The New International School of Esprit, for migrant students, BP] (...) There is momentum. (...) but it is by no means a done deal. We will need to consider the learning outcomes, the size of the AICS, the position

of Mundus, but we have momentum. It was unthinkable five years ago that we would open up a school like Denise, wasn't it? Or how the AICS developed [with an enormous public support and growth rate in 2015, BP]? (...) Yet, in processes of change, nothing is predictable. (...) And we have, on the one hand, just let things flourish because schools cannot be forced to internationalise their education without understanding it and, on the other hand, we rigourously kept on steering into the right direction and not without any obligations: the school leaders need to have a drive and (...) need to persist in taking the opportunities when they present themselves. So we have come from far, considering the existence of the Steering Group [Internationalisation of Esprit Education, BP], the fact that you are here, the accountability of the school leaders regarding internationalisation of education and the policy space we have created. (...) yet not always predictably. (...) We have not yet succeeded to allow the most vulnerable students to profit from this process: the VMBO [pre-vocational education, BP] students in the west of Amsterdam. (...) This could, however, happen now when the consolidation of Denise gets the support it needs and the school leaders of Mundus and Marcanti understand the opportunities they have. (...) Internationalisation of education is aimed at improving the education for the students and what this means is different for every school, yes. But the school leaders are not without any obligations. (...) They work from a position of educational leadership and consistent and rigourous improvements over a number of years, on this. (...)

3. *What are your concerns regarding the internationalisation of education?*

Buildings facilitating our education. (...) And we are dependent on the municipality of Amsterdam for this. I am very happy that D66 [Democrats '66, a now dominant, moderate left party in the Amsterdam city council, BP] is embracing internationalisation of education. We have the political tail wind, so we need to take the opportunity. (...) And how to make more of our teachers more enthusiastic about internationalisation of education (...) outside of the AICS. (...) They are important. (...) as they, for example could help our VMBO students to speak more English. For when they need to survive in a situation without job opportunities in Amsterdam for them (...) I hope teachers pick up this challenge!

4. *How long have you had these concerns and do they fit together smoothly, i.e. are they coherent?*

(...) So we are coming at a point when we need to make firm agreements about our most vulnerable students. (...) I have had this concern since I took office as the Esprit board manager, yes. (...) And you can interpret the setting up of Denise as an intervention in this regard. This is paving the way for how we want to treat migrant students.

5. *Do you spend time thinking what you should do in the light of these concerns?*

Yes. And I wait for the right moment to act, yes. Firstly, we started with Denise. (...) And secondly, (...) and very urgently, (...) we now need Mundus and Marcanti to adjust their profiles and join us in our internationalisation of education effort. There is a tension between these ideas coming from me and a part of the management team, and how they are being received by those who need to make them happen in the schools. (...) These ideas need to be embodied, correct! (...) At the Marcanti open days this month we can proudly say, for example, that our students have won first prize in a Turkish business project competition and that they will go to London to collect it! That's great. And an example of leadership. If the Marcanti principal had not taken up this challenge, if the VO Raad [national union of secondary school boards, BP] had not called me about this opportunity because they know Esprit as an internationalising School Group for migrant students, then it wouldn't have happened, no.

6. *Do you see anything in your background which is helpful or obstructive in relation to realising these concerns?*

(...) I really believe in these ideas. So I am not easily taken off-course. (...) I really believe in what I think Esprit can do, in terms of taking on internationalisation of education. (...) And I think (...) I can make a difference in this process (...) to keep on going and to be meaningful for these 6000 students and for this city. Because we accidentally have an AICS, and all the other schools: it is a fantastic school group, fit-for-purpose. (...) I need to have an intrinsic belief in what I do, (...) and my work has a relationship with a number of years of international work experience (...) and an international orientation of my family (...) I have been able to widen my horizon. (...) On the one hand, I am in the fortunate position that, as the Esprit board manager, I have the authority to make a strategic difference (...) and, on the other hand, I need to act within a team spirit (...) so I am conscious to make the right appointments, to facilitate the right initiatives (...) with enough room for maneuvering for those who make it happen. So the Steering Group is really important and what is happening in the schools. (...) I received the right internationalising ingredients in Esprit's DNA -on a platter, up for grabs- when I started! (...) And we only need to realise it. *Gefundenes Fressen*, as the Germans say, yes. (...) This inspires me. (...)

7. *What are the aims of education?*

To maximise education for every student. (...) To provide every student with a primary and secondary education. To provide a foundation for (...) and allowing every student to work up to his potential. (...) For a student not to end up with a given fish, but with a fishing rod, yes.

8. *What are the features of a more international type of education?*

(...) students need to be given the opportunity to make something out of their world citizenship. And they are world citizens, in a city like Amsterdam. (...) If you want to survive and be successful in Amsterdam, you will need to give substance to this concept. And not only in Amsterdam, but also in the world. (...) They need to be meaningful to the world at large too, to contribute to society as the next generation. And this is not without any obligations. (...) What does globalisation mean to you as a student, and in later life? Regardless of what kind of curriculum you have, this needs to be a topic for discussion. (...) international education is quite unique in making students think more broadly than in a strictly and standard Dutch context. (...) We have a long way to go. And it is never finished.

9. *How are these features different from the current education at your schools?*

Denise is a test-case. (...) This is pure innovation. (...) Just like when the AICS started. So they are similar, but already with a different mix of students at Denise. (...) the odd American students together with typical migrant students. (...) This is a litmus test to find out whether we can make progress together. Within the next three years I hope to see Denise's successful set-up, in dialogue and in cooperation with the other schools: AICS, Berlage, Mundus, Europaschool and the other primary schools. (...) Denise is a trigger. (...) Another trigger is the AICS' waiting list, which will force us to start a satellite AICS primary school. How will we manage that as a school group? Who will attend? And how do we manage to keep it small and excellent? (...) It will be a success when the typical migrant students will keep on going to the traditional schools who have experience with teaching them, Berlage and Mundus, (...) but also when they would be going to other Esprit schools. (...) Also, it will be a success when Denise would develop as a regular secondary school and would (...) be attractive for regular Amsterdam parents with Group Eight children [in their last year of Dutch primary education, BP] who need to go to secondary school. (...) It would be a welcome plus, in case Esprit could become market leader with excellent education for migrant students (...). We don't know how the world is going to change but we have migrant students, expat students (...) and a grey area in between. (...) and that all these students and their parents know that they need to go to an Esprit school. (...) Internationalised education is more than only language learning, of course (...) but it seems to be the first aspect which sets things in motion and keeps things in motion. So I want to stay alert on the issue of multilingualism. Because multilingualism automatically enables you to cross borders. (...)

10. *Would you support the IB Learner Profile as the aim of all the programmes at your schools?* [A copy of the IB Learner Profile was shown from the International Baccalaureate rganisation (2013), IB Learner Profile, available online at: citized website: <http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf> (accessed July 2014)]

Yes.(...) I wouldn't dare to say that it's 'the best Learner Profile in the world'. But I like the idea (...) that a teacher is more than a nine-to-five teacher and that we share ideas about education and make agreements about how we work and learn as a community. (...) The Mundus *Merkenpaspoort* [for teachers and students jointly and metaphorically travelling at Mundus, increasing their cultural baggage, BP] is a great example of how we can make progress with internationalisation of education. (...) It is comparable to the IB Learner Profile, yes. (...)

11. *What are the features of an internationally minded teacher?*

(...) I know there is some sort of an official teacher competence regarding handling diversity. (...) Every person, certainly every teacher needs the skills to dialogue about your own and someone else's values. (...) What is the street culture, what is the school culture and what is your own culture? Are you able to (...) make connections between these? (...) I wonder how many teachers are competent to have a dialogue with their students about the terrorist attacks in France. (...) It would be really interesting to connect Mundus and AICS students on this topic, for example. (...) Why connecting with often more privileged students only, and connecting with them across borders, when we have a wealth of diverse backgrounds within our own school group? (...) We run the risk that VMBO teachers keep quiet about the terrorist attacks (...) and that teachers at the AICS only organise noncommittal, intellectual chats. Both approaches are wrong. (...)

12. *What are the criteria necessary for the training of internationally minded teachers?*

(...) How do you use diversity in a school setting, that's the question. (...) Part of the answer is that we need to learn this collectively. That our HR policies reflect that we have a diversity of backgrounds in our teams. (...) And being a role model, yes! (...) dealing with differences within a school, with the understanding of what it means to be different. (...) The Black Pete [controversial, i.e. slave helper of Sinterklaas, during a Dutch national celebration on 5 December, BP] discussion in Amsterdam (...) is not a storm in a teacup. It matters when it hurts other people! So it does concern us. (...) The indifference is an example of how much work there is to be done in Amsterdam. (...) We don't position ourselves, let alone question ourselves, in uncomfortable situations.



### 13. What are the reasons that make this training necessary?

To provide for our students more opportunities (...) for a better future. Once a student has learned what and how he can contribute to globalisation and can see the opportunities it provides, (...) the world can make progress. (...)

#### *Lesson observations*

#### G12: Observational data in a lesson with an international dimension to the students' experience:

##### Teacher One AICS

#### **Observational data in a lesson with an international dimension to the students' experience**

**Teacher 1 AICS: 12 December 2014, 10:40-11:40**

##### **(i) Topic of the lesson:**

###### a-Objective(s)

To raise awareness and understanding of 'sameness' and 'difference'. To write a diary entry that reflects this understanding.

###### b-Planning of activities

Recap of the activities of the previous lesson (diary-writing after watching an animation, about the feelings of a poor, thirsty girl in the desert), sitting in a circle, followed by a repetition of the same animation (five minutes); new animation of an adventurous boy in the jungle helping animals to escape from hunters, with the instruction to look for things that are the same and things that are different (ten minutes); in pairs ('talking partners') talking about similarities and differences between the boy and themselves, followed by a guided discussion about these differences and similarities using a Venn diagram (ten minutes); in pairs ('talking partners') talking about what they can write about in a diary followed by an instruction how to write a diary (five minutes); diary-writing in different areas of the classroom, with relaxing music in the background. Teacher moves around and sits at teacher's desk helping students (25 minutes); circle activity sharing diary entries (five minutes).

##### **(ii) Context of the lesson:**

###### a-Students: number, age-range and make-up of groups and backgrounds

22 Students; seven or eight years old; all are formally 'internationally mobile' (i.e. have a non-Dutch passport; or have lived abroad for at least two years before they joined the AICS; or will live abroad within two years after joining the AICS). A culturally and educationally very mixed group.

###### b-Teacher: age, gender, years of (Esprit) teaching experience and current professional development

Female, 27 years old, has worked at the AICS since 2011; qualified primary teacher; currently receiving training on a Maths programme called Numicon.

###### c-Curriculum: intentions within a framework and underpinning principles

IPC (International Primary Curriculum) unit on Different Places. The intention is to teach that people can live in places that are different from but equal to the ones they live in.

Category	What do I want to see?	What do I experience?	Why do I think this?
	A focus on:	An instrumentalist ('tunnel') or transformative ('gate' – more 'risky to the self') dimension?	Also based on data and reflections with the teacher before and after the lesson:
<b>Didactics (learning)</b>	<p><b>D1 Exposure to people of different cultures in- and outside of the school</b></p> <p><b>D2 Capacity to engage difference and be changed by it (including the teacher)</b></p> <p>-Learning <i>about</i> difference and diversity (e.g. about other societies and cultures) and <i>through</i> different and diverse ways of knowing</p> <p>-Learning to come to know 'the world as it is' (as opposed to judge, to <u>moralise</u> and to anticipate a certain future)</p>	<p>-D1 The students watched an animation familiar to them in terms of a Pixar- like format</p> <p>-D2 Teacher provoked thinking about some interesting differences between people living in the jungle and the desert. She avoided potentially sensitive issues like eating (no) meat</p>	<p>-D1 The animation might have made more of an impact if the girl and boy would have been real people</p> <p>-D2a A student commented that the boy in the jungle is different because he does not go to school and learns no other language, not even English. The teacher responded by stating that the boy in the jungle surely has his own language, albeit different from ours!?</p> <p>-D2b A student disagreed with another student who stated that we don't hunt for animals. She claimed that other people do that for us. The teacher said 'She is right, but we are now specifically talking about the boy in the jungle and about how we are living now' and leaves it at that. Another student says Puffins (the name for the class) don't hunt, but this was not further explored</p> <p>-D2c A discussion started about eating meat. The teacher said that we also use animals for food. A student responded 'If we really like animals, we should let them kill us too.' The teacher: 'Oh...ok' and moved on</p>

Category	What do I want to see?	What do I experience?	Why do I think this?
	A focus on:	An instrumentalist ('tunnel') or transformative ('gate'—a more 'risky to the self') dimension?	Also based on data and reflections with the teacher before and after the lesson:
<b>Pedagogic (teaching)</b>	<p><b>P3 Existing intercultural differences (including the teacher)</b></p> <p><b>P4 Reflective skills</b></p> <ul style="list-style-type: none"> <li>-Teaching <i>across</i> difference and diversity by using a multimodal concept of literacy (e.g. written, digital, spoken words, imagery, body language) to come to know your own interpretative capacity (as opposed to a focus on a certain kind of person)</li> <li>-Teaching as post-experiential (as opposed to pre-experiential) to develop dispositions (i.e. competences and attitudes, as opposed to a focus on achieving goals)</li> <li>-The teacher/ exemplar of international-mindedness</li> </ul>	<ul style="list-style-type: none"> <li>-P3 A culturally mixed, but social-economically homogeneous group. A consistent and coherent emphasis on 'difference' and 'similarity'</li> <li>-P4 Animation imagery (without words), a well-connected teacher (assertive, with an enchanting voice) and diary-writing (feelings, not just ideas), used as an effective way to engage students in thinking freely—but within the limits of the assignment - about 'sameness' and 'difference'</li> </ul>	<ul style="list-style-type: none"> <li>-P3 Students did not question each other's lifestyles. The class and the teacher went at great length to find as many differences and similarities as possible between the boy in the jungle and their own lifestyle</li> <li>-P4a The teacher watched and <i>experienced</i> ('Oh, oh, what is happening!') the animations with the students</li> <li>-P4b Strong reflective comments made by the teacher. E.g. teacher said to a student: 'You didn't understand what you have to do. This is not a diary entry. I am really disappointed if you don't come up to me and ask me. Why didn't you?'</li> <li>-P4c I think that allowing almost half of the lesson to guided diary-writing is a powerful way to make students reflect (together) on their understanding of the two central concepts of the lesson</li> </ul>

Category	What do I want to see?	What do I experience?	Why do I think this?
	A focus on:	An instrumentalist ('tunnel') or transformative ('gate'—a more 'risky to the self') dimension?	Also based on data and reflections with the teacher before and after the lesson:
<b>Curriculum</b>	<p><b>C5 A broad and balanced intended curriculum within a framework or rationale</b></p> <p><b>C6 The 'living of' the underpinning principles of the experienced curriculum</b></p> <ul style="list-style-type: none"> <li>-A well-defined and -justified continuum of knowledge base, competences <i>and attitudes of mind</i>.</li> <li>-Planned discontinuity within a compatible curriculum.</li> <li>-Relations within curriculum content being framed towards 'introspective' (academic) identity (as opposed to framed towards a 'projective' (market) requirement</li> </ul>	<ul style="list-style-type: none"> <li>-C5 This IPC unit works with well-articulated subject goals, personal goals and international goals</li> <li>-C6 The teacher kept a good balance between the academic aims (e.g. grammar, vocabulary, punctuation) of the diary-writing and of the non-academic aims of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>-C5 Students experienced and reflected on the fact that some people can live in places that are different from the ones they live in. There has been a growing awareness and understanding of the concepts 'sameness' and 'difference'</li> <li>-C5b The 'equality' of these places and ways of living was highlighted by moments such as: (teacher) 'Why did these people in the jungle cut off animals' heads and use them like a hat?' She explained that fashion, like in our world, has sometimes to do with power, sometimes with decoration and sometimes with both</li> <li>-C6 'It's not a competition', said the teacher, when two students started showing off each other's work to one another</li> </ul>

G29: Observational data in a lesson with an international dimension to the students' experience:  
Teacher One Berlage

**Observational data in a lesson with an international dimension to the students' experience**

**Teacher 1 Berlage Lyceum, 4 February 2015, 14:20-15:10**

**(i) Topic of the lesson:**

a-Objective(s)

To compare and contrast how coasts are shaped by the sea in the Netherlands and the UK.

b-Planning of activities

(All students used a tablet to do their exercises and to read their text book called *The Geo*): check of homework assignments (ten minutes); short BBC film about a Dutch hydro engineering project near The Hague to fortify the Dutch coast line called 'sand motor' (five minutes); question and answering session, using the white board and the teacher's PowerPoint slides, comparing and contrasting the Dutch and British coasts (five minutes); guided work on textbook assignments using their tablets (twenty minutes); plenary discussion of answers (ten minutes).

**(ii) Context of the lesson:**

a-Students: number, age-range and make-up of groups and backgrounds

Twenty streamed, grammar school students in year Two, aged thirteen or fourteen, from various national (Dutch, Eastern European, African) backgrounds.

b-Teacher: age, gender, years of (Esprit) teaching experience and current professional development

Male, 25 years old, first-year teacher and taking part in a Content and Language Integrated Learning (CLIL) course.

c-Curriculum: intentions within a framework and underpinning principles

Physical geography course in English, following a translated Dutch text book called *The Geo*. The focus is on the informed analysis of relevant data in order to make valid projections of physical phenomena (e.g. types of coasts and waves) across different geographical contexts.

Category	<u>What do I want to see?</u>	<u>What do I experience?</u>	<u>Why do I think this?</u>
	A focus on:	An instrumentalist ('tunnel') or transformative ('gate' – more 'risky to the self') dimension?	Also based on data and reflections with the teacher before and after the lesson:
<b>Didactics (learning)</b>	<p><b>D1 Exposure to people of different cultures in- and outside of the school</b></p> <p><b>D2 Capacity to engage difference and be changed by it (including the teacher)</b></p> <p>-Learning <i>about</i> difference and diversity (e.g. about other societies and cultures) and <i>through</i> different and diverse ways of knowing</p> <p>-Learning to come to know 'the world as it is' (as opposed to judge, to <i>moralise</i> and to anticipate a certain future)</p>	<p>-D1 The short BBC film about the Dutch coast line in English took the students more into British language and culture than anything else they experienced during the lesson.</p> <p>-D2 Students learned in English about different (Dutch/UK) coast lines and waves. They wanted to know in order to do well.</p>	<p>-D1 Students spoke Dutch and English during the lesson. One student remarked during the presentation of the short BBC film: 'This voice-over has a funny accent!'</p> <p>-D2 The focus of the teacher was on the output (assignments) of the students. He used the twenty minutes, when the students worked on their assignments, to check homework and answer questions about the assignments.</p> <p>Some students seemed to understand the topic, lost interest and started chatting. Students wanted to learn the right English vocabulary for terms like 'coastal type', 'deposit' and 'cause/effect'.</p>

Category	What do I want to see?	What do I experience?	Why do I think this?
	A focus on:	An instrumentalist ('tunnel') or transformative ('gate'—a more 'risky to the self') dimension?	Also based on data and reflections with the teacher before and after the lesson:
<b>Pedagogic (teaching)</b>	<p><b>P3 Existing intercultural differences (including the teacher)</b></p> <p><b>P4 Reflective skills</b></p> <ul style="list-style-type: none"> <li>-Teaching across difference and diversity by using a multimodal concept of literacy (e.g. written, digital, spoken words, imagery, body language) to come to know your own interpretative capacity (as opposed to a focus on a certain kind of person)</li> <li>-Teaching as post-experiential (as opposed to pre-experiential) to develop dispositions (i.e. competences and attitudes, as opposed to a focus on achieving goals)</li> <li>-The teacher / exemplar of international-mindedness</li> </ul>	<p>-P3 The teacher was mainly focused on the content of his lesson. The behavior of and the relationship with the students came second.</p> <p>-P4 An orientation towards 'getting it right'. The teacher went at great length to make his students understand and perform well.</p>	<p>-P3 When students lost interest and became noisy, the teacher only asked 'Is it funny?' He eventually moved two students to the front of the classroom after several warnings.</p> <p>-P4 Teacher explained after the lesson that these students are mainly interested in good marks.</p>

Category	What do I want to see?	What do I experience?	Why do I think this?
	A focus on:	An instrumentalist ('tunnel') or transformative ('gate'—a more 'risky to the self') dimension?	Also based on data and reflections with the teacher before and after the lesson:
<b>Curriculum</b>	<p><b>C5 A broad and balanced intended curriculum within a framework or rationale</b></p> <p><b>C6 The 'living of' the underpinning principles of the experienced curriculum</b></p> <ul style="list-style-type: none"> <li>-A well-defined and -justified continuum of knowledge base, competences <i>and attitudes of mind</i>.</li> <li>-Planned discontinuity within a compatible curriculum.</li> <li>-Relations within curriculum content being framed towards 'introspective' (academic) identity (as opposed to framed towards a 'projective' (market) requirement</li> </ul>	<p>-C5 A rather narrow intended curriculum without an explicit framework.</p> <p>-C6 A strong focus on knowledge and understanding for performance.</p>	<p>-C5 The teacher told me after the lesson that he tries to make connections with other subject areas (e.g. science), current affairs (e.g. high national costs of coastal defenses set against unequal regional benefits) and broader concepts (e.g. waves). This proves difficult to do so far.</p> <p>-C6 The aim of teaching the students the skill to make an informed, cross-contextual analysis using relevant data was not observed during this lesson.</p> <p>Subject related content and English language learning took priority. The Dutch text book called <i>The Geo</i> was leading, supported by the teacher's Power Point slides and media.</p>

G41: Observational data in a lesson with an international dimension to the students' experience:  
Teacher One Denise

**Observational data in a lesson with an international dimension to the students' experience**

**Teacher 1 Denise: 11 December 2014, 10:25-11:10**

**(i) Topic of the lesson:**

a-Objective(s)

To develop ways to focus and cooperate as well as to reflect and inquire; to jointly design 'good' (i.e. critical and relevant) questions in the process of learning together about sustainable cocoa bean production.

b-Planning of activities

Concentration exercise; counting up in a circle with eyes closed without interrupting each other (five minutes); 'What makes a question a good question?' circle discussion, using previously done work on the topic; then same discussion in pairs, using their own questions which they had prepared before the lesson (five minutes); followed by a circle activity *specifying* and *connecting* the questions; students were then grouped into certain categories of their own questions (e.g. 'farming', 'money', fifteen minutes); Skype questioning session by all students (grouped according to their questions, e.g. 'farming', 'money') with two Hungarian chocolate producers, guided by the teacher (twenty minutes).

**(ii) Context of the lesson:**

a-Students: number, age-range and make-up of groups and backgrounds

Eleven students; seven to eleven years old; some have recently arrived to settle in the Netherlands from countries like China and Macedonia, and others have arrived from other Dutch (international) schools, including the AICS, and have Dutch, Italian, German, French and Polish backgrounds.

b-Teacher: age, gender, years of (Esprit) teaching experience and current professional development

Female, 29 years old, has worked for Esprit since 2011 and at Denise since the start in 2013; qualified primary teacher; currently receiving training on xxx.

c-Curriculum: intentions within a framework and underpinning principles

IPC (International Primary Curriculum) unit on chocolate. To be able to identify activities and cultures which are different from but equal to their own; to develop as a global citizen generally and a conscientious consumer more specifically.

Category	What do I want to see?	What do I experience?	Why do I think this?
	A focus on:	An instrumentalist ('tunnel') or transformative ('gate' – more 'risky to the self') dimension?	Also based on data and reflections with the teacher before and after the lesson:
<b>Didactics (learning)</b>	<p><b>D1 Exposure to people of different cultures in- and outside of the school</b></p> <p><b>D2 Capacity to engage difference and be changed by it (including the teacher)</b></p> <p>-Learning <i>about</i> difference and diversity (e.g. about other societies and cultures) and <i>through</i> different and diverse ways of knowing</p> <p>-Learning to come to know 'the world as it is' (as opposed to judge, to <u>moralise</u> and to anticipate a certain future)</p>	<p>-D1 Academic, more than non-academic objectives, seem important in bringing two Hungarian cocoa entrepreneurs into the classroom via Skype</p> <p>-D2 Strong adherence to lesson planning by teacher. Limited room for deviation from preconceived ideas</p>	<p>-D1 Focus was on (questions about) sustainable cocoa bean production. Students' spontaneous questions about the two entrepreneurs themselves were postponed/stopped in the interest of this focus</p> <p>-D2a Complex activity of <i>specifying</i> and <i>connecting</i> of different questions in a circle activity and in pairs was clearly not well understood by students, yet continued (Student: 'What are we doing exactly?' Teacher: 'Just seeing if everybody has a good question'). Despite asking good, clarifying questions ('Is that what you wanted to know?'), the teacher was doing much of the work <i>for</i> the students</p> <p>-D2b Repeated correction by the teacher of students' various pronunciations of the chocolate company's name '<u>Utz</u>'</p> <p>-D2c When asking a student to look outside the window and tell the two entrepreneurs about 'the famous building just outside of the school' (she meant the Rijksmuseum), he pointed out a nearby church. The teacher corrected the student ('That is not what I meant') and did not further explore this perceptual difference</p>

Category	What do I want to see?	What do I experience?	Why do I think this?
	A focus on:	An instrumentalist ('tunnel') or transformative ('gate'—a more 'risky to the self') dimension?	Also based on data and reflections with the teacher before and after the lesson:
<b>Pedagogic (teaching)</b>	<p><b>P3 Existing intercultural differences (including the teacher)</b></p> <p><b>P4 Reflective skills</b></p> <ul style="list-style-type: none"> <li>-Teaching <i>across</i> difference and diversity by using a multimodal concept of literacy (e.g. written, digital, spoken words, imagery, body language) to come to know your own interpretative capacity (as opposed to a focus on a certain kind of person)</li> <li>-Teaching as post-experiential (as opposed to pre-experiential) to develop dispositions (i.e. competences and attitudes, as opposed to a focus on achieving goals)</li> <li>-The teacher/ exemplar of international-mindedness</li> </ul>	<p>-P3 'Culture' predominantly perceived as expressed in language</p> <p>-P4 The limited importance attached by the teacher to the essential contact and connection necessary to be the connector between espoused curriculum objectives, its underpinning principles and the students</p>	<p>-P3 Students were referred to as 'international' and were invited to say 'thank you' in their best language at the end of the Skype session</p> <p>-P4a Two students started to play 'hide and seek' during the Skype session. The teacher addressed this well by making a clear connection between the special time the two entrepreneurs were spending on the students' learning, the time they could not be spending on doing their job, and showing respect</p> <p>-P4b Written (cards with questions), digital (Skype connection) and spoken (in class) modes of literacy were clearly used. However, the emphasis was on the writing and speaking to—not so much reflective contact <i>with</i> the teacher in class and the two entrepreneurs via Skype. There was no reflection (e.g. on being a conscientious chocolate consumer) written down during the lesson</p> <p>-P4c The students were invited to find Ivory Coast on the map in class. They did so enthusiastically, but couldn't find it. The teacher said that it will be done later without a follow-up during the lesson. It turned out to be a map with only the capitals clearly marked and the country names in French (Côte d'Ivoire)</p>

Category	What do I want to see?	What do I experience?	Why do I think this?
	A focus on:	An instrumentalist ('tunnel') or transformative ('gate'—a more 'risky to the self') dimension?	Also based on data and reflections with the teacher before and after the lesson:
<b>Curriculum</b>	<p><b>C5 A broad and balanced intended curriculum within a framework or rationale</b></p> <p><b>C6 The 'living of' the underpinning principles of the experienced curriculum</b></p> <ul style="list-style-type: none"> <li>-A well-defined and -justified continuum of knowledge base, competences <i>and attitudes of mind</i>.</li> <li>-Planned discontinuity within a compatible curriculum.</li> <li>-Relations within curriculum content being framed towards 'introspective' (academic) identity (as opposed to framed towards a 'projective' (market) requirement</li> </ul>	<p>-C5 This IPC unit works with well-articulated subject goals, personal goals and international goals</p> <p>-C6 Despite the importance of 'flow', as indicated by the teacher before the lesson, the experienced curriculum of this lesson felt like a series of academic 'stop and go' moments, more than a 'flow' of (non-) academically compatible, coherent and consistent learning moments</p>	<p>-C5 The focus is on knowledge (i.e. sustainable chocolate production), on competences (i.e. cooperation; reflection on activities and cultures which are different from but equal to their own; and inquiry through designing critical and relevant questions) and on attitudes of mind (i.e. develop as a global citizen generally and a conscientious consumer more specifically)</p> <p>-C6a To display respect towards the two entrepreneurs was a powerful, yet unintended learning experience</p> <p>-C6b Students were repeatedly required to listen to questions, answers and summaries of the teacher without their own reflections necessarily</p> <p>-C6c The academic, more than the non-academic part of the dual lesson aim was met. The lesson that the production of cocoa beans in Africa is different from but equal to production processes they are more familiar with seemed more effective than developing the students as responsible global citizens and conscientious chocolate consumers</p>

G53: Observational data in a lesson with an international dimension to the students' experience:  
Teacher One Europaschool

Observational data in a lesson with an international dimension to the students' experience

**Teacher 1 Europaschool, 28 January 2015, 9:30-10:30**

**(i) Topic of the lesson:**

a-Objective(s)

To learn about different ways to organise political power locally, nationally and internationally.

b-Planning of activities

Recapitulation of the previous lesson about the qualities of successful political leaders and an outline of the lesson ahead (five minutes); internet assignment to find the voting age in different countries of their choice (ten minutes); 'harvest' on whiteboard of different voting ages in different countries (five minutes); three-round guided debate using three different propositions about voting rights. During the first two rounds (1. 'All children from the age of ten should have voting rights'; 2. 'The right to vote should change to compulsory voting in the Netherlands') the students were asked to formulate their own opinions. During the third round (3. 'People who pay above-average taxes should have plural voting rights') the debate took place between two groups organised by the students themselves (30 minutes); final debate in two groups, organised by the teacher, about Dutch involvement (Yes or No) in the battle against IS in Syria (ten minutes).

**(ii) Context of the lesson:**

a-Students: number, age-range and make-up of groups and backgrounds

26 students in Group Eight (eleven and twelve years old), many from mixed (i.e. Dutch/ non-Dutch) marriages and some from outside the Netherlands.

b-Teacher: age, gender, years of (Esprit) teaching experience and current professional development

Female, 30 years of age, with six years' of teaching experience. Recently completed her MA Pedagogy and is being trained as teacher trainer in school.

c-Curriculum: intentions within a framework and underpinning principles

IPC unit on Pioneers of Change, Politics and different forms of government. To 'learn by doing' to commit to issues which touch on the lives of many and to be able to explain how the lives of people around the world are interconnected.

Category	What do I want to see?  A focus on:	What do I experience?  An instrumentalist ('tunnel') or transformative ('gate' – more 'risky to the self') dimension?	Why do I think this?  Also based on data and reflections with the teacher before and after the lesson:
<b>Didactics (learning)</b>	<p><b>D1 Exposure to people of different cultures in- and outside of the school</b></p> <p><b>D2 Capacity to engage difference and be changed by it (including the teacher)</b></p> <p>-Learning <i>about</i> difference and diversity (e.g. about other societies and cultures) and <i>through</i> different and diverse ways of knowing</p> <p>-Learning to come to know 'the world as it is' (as opposed to judge, to <u>moralise</u> and to anticipate a certain future)</p>	<p>-D1 Encouragement by teacher to look for and listen carefully to differences of opinion between students, (sub-)cultures and nations and to develop and substantiate an individual point of view.</p> <p>-D2 Mainly learning about differences between voting age, voting rights and political <u>organisation</u> between different countries.</p>	<p>-D1 Students were challenged to look up differences between the Dutch political system and those prevalent in other countries in the world. They were actively involved in <i>incrementally</i> formulating their own stance with regards to the <u>organisation</u> of political power.</p> <p>-D2 Students were more engaged in winning discussions based on the assumed superiority of their interpretations towards the teacher instead of exchanging and questioning points of view in a dialogue with each other.</p>



Category	What do I want to see?	What do I experience?	Why do I think this?
	A focus on:	An instrumentalist ('tunnel') or transformative ('gate'—a more 'risky to the self') dimension?	Also based on data and reflections with the teacher before and after the lesson:
<b>Pedagogic (teaching)</b>	<p><b>P3 Existing intercultural differences (including the teacher)</b></p> <p><b>P4 Reflective skills</b></p> <ul style="list-style-type: none"> <li>-Teaching <i>across</i> difference and diversity by using a multimodal concept of literacy (e.g. written, digital, spoken words, imagery, body language) to come to know your own interpretative capacity (as opposed to a focus on a certain kind of person)</li> <li>-Teaching as post-experiential (as opposed to pre-experiential) to develop dispositions (i.e. competences and attitudes, as opposed to a focus on achieving goals)</li> <li>-The teacher/ exemplar of international-mindedness</li> </ul>	<p>-P3 A lot of freedom given by the teacher to explore and commit to issues which touch on the lives of many.</p> <p>-P4 The teacher challenged the students to practice their individual interpretative capacity with the aim of 'winning the discussion'. Reflective questions from the students were mostly left unexplored by the students and the teacher.</p>	<p>-P3 Students enjoyed being given the opportunity to draw on examples from their own lives (e.g. their own and their ageing grandparents' political power and involvement in the world they live in, compared to the political power and the involvement of their parents).</p> <p>-P4 The teacher's directive was to 'try to prove the other wrong in the most convincing, <u>civilised</u>, cunning and clever way'. One student asked at some point 'Why should I be forced to vote when I don't want to have anything to do with anything or anybody?' An excellent opportunity to develop a different way of handling the issue of political power, commitment and the public and private spaces.</p>

Category	What do I want to see?	What do I experience?	Why do I think this?
	A focus on:	An instrumentalist ('tunnel') or transformative ('gate'—a more 'risky to the self') dimension?	Also based on data and reflections with the teacher before and after the lesson:
<b>Curriculum</b>	<p><b>C5 A broad and balanced intended curriculum within a framework or rationale</b></p> <p><b>C6 The 'living of' the underpinning principles of the experienced curriculum</b></p> <ul style="list-style-type: none"> <li>-A well-defined and -justified continuum of knowledge base, competences <i>and attitudes of mind</i>.</li> <li>-Planned discontinuity within a compatible curriculum.</li> <li>-Relations within curriculum content being framed towards 'introspective' (academic) identity (as opposed to framed towards a 'projective' (market) requirement</li> </ul>	<p>-C5 A well-<u>organised</u> lesson within a six weeks', well-articulated IPC unit on Pioneers of Change, Politics and different forms of government.</p> <p>-C6 Students 'learned by doing' about how a different <u>organisation</u> of political power touches on the lives of many in a different way and how the lives of people around the world are interconnected. The training of their commitment to dialogue and questioning the other person's, sources of information, motives and values was not part of this lesson.</p>	<p>-C5 The lesson followed on well from the previous lesson. The students were prepared and engaged. The lesson offers good opportunities for further processing and reflection.</p> <p>-C6 Students found out about each other's' thinking about political power, international military cooperation and the effect this could have on their own lives (e.g. making a lot of money to gain political power, IS 'coming closer' to Europe and the Netherlands and the moral issue of the use of violence against violence). Sources of information (mainly internet and personal experience) were not questioned. The teacher has ample opportunity to further deepen the students' thinking.</p>

G67: Observational data in a lesson with an international dimension to the students' experience:  
Teacher One Mundus

Observational data in a lesson with an international dimension to the students' experience

Teacher 1 Mundus: 10 December 2014, 9:20-10:10

**(i) Topic of the lesson: Buildings**

a-Objective(s)

To improve the students' Dutch vocabulary; to get to know each other better in the process of learning about buildings in each other's home countries; to learn about the oldest known Dutch buildings (giant's graves or *hunebedden*) compared to Egyptian pyramids.

b-Planning of activities

Greeting of students by the teacher at the door; registering *lates*, absences and *organisational* matters (ten minutes); Warming-up (instructional video about pyramids, five minutes); answering four homework questions (about the age, location, height and function of pyramids and *hunebedden*, fifteen minutes); reviewing some student photos with buildings in their home country (five minutes); going around with a worksheet, questioning each other about the age, location, height and function of each other's researched buildings (fifteen minutes).

**(ii) Context of the lesson:**

a-Students: number, age-range and make-up of groups and backgrounds

Seventeen students; thirteen to seventeen years old; they have recently arrived to settle in the Netherlands from countries like Somalia, Tibet, Guinea, Dominican Republic, Bulgaria, China, Morocco and Ghana.

b-Teacher: age, gender, years of (Esprit) teaching experience and current professional development

Male, 52 years old; has worked at Mundus since 1992; qualified Dutch and History teacher; currently receiving training on differentiation, activating didactics, Cambridge English, teacher trainee mentorship and membership of a participation council.

c-Curriculum: intentions within a framework and underpinning principles

Two-year-roughly developed humanities course (*Mensen Maatschappij*): unit on buildings of the past and the present in the Netherlands and in various areas of the world. To live responsibly in, and know about the Netherlands whilst staying connected to one's own background.

Category	What do I want to see?	What do I experience?	Why do I think this?
	A focus on:	An instrumentalist ('tunnel') or transformative ('gate'—more 'risky to the self') dimension?	Also based on data and reflections with the teacher before and after the lesson:
<b>Didactics (learning)</b>	<p><b>D1 Exposure to people of different cultures in- and outside of the school</b></p> <p><b>D2 Capacity to engage difference and be changed by it (including the teacher)</b></p> <p>-Learning <i>about</i> difference and diversity (e.g. about other societies and cultures) and <i>through</i> different and diverse ways of knowing</p> <p>-Learning to come to know 'the world as it is' (as opposed to judge, to <i>moralise</i> and to anticipate a certain future)</p>	<p>-D1 A celebration of linguistic, geographical and cultural diversity within this unit on buildings</p> <p>-D2a Controlled deviation from planned curriculum to allow limited engagement with difference</p> <p>-D2b Openness to different experiences with taking responsibility for their own actions but within existing agreements</p>	<p>-D1 Students are being challenged to carefully word several relevant items (e.g. grave, fort) in Dutch, to locate funerary buildings on wall maps of the Netherlands and on maps of the world and to think about the 'beauty' of pyramids versus <i>hunebedden</i>.</p> <p>-D2a A torrent of unplanned questions and answers was allowed after the 'discovery' of mummified cats and of the 30-year long building of a pyramid for a single ruler, yet it was stopped because the attention for the Dutch <i>hunebedden</i> was being snowed under</p> <p>A student regarded her picture with 'mountains of gold' in Guinea to be 'buildings of nature'. This was questioned by the teacher but not further explored</p> <p>-D2b The teacher expressed understanding that worksheets can be lost and gives advice, yet reminds a student of an agreement that replacing lost worksheets is the student's responsibility</p> <p>The teacher expressed understanding that staying in one's seat might be considered 'normal', but he instructed the students not to stay seated and just pass on their worksheet to another student for it to be filled out, but to move around, to question the other students and to fill it out themselves</p>

Category	What do I want to see?	What do I experience?	Why do I think this?
	A focus on:	An instrumentalist ('tunnel') or transformative ('gate'—a more 'risky to the self') dimension?	Also based on data and reflections with the teacher before and after the lesson:
<b>Pedagogic (teaching)</b>	<p><b>P3 Existing intercultural differences (including the teacher)</b></p> <p><b>P4 Reflective skills</b></p> <p>-Teaching <i>across</i> difference and diversity by using a multimodal concept of literacy (e.g. written, digital, spoken words, imagery, body language) to come to know your own interpretative capacity (as opposed to a focus on a certain kind of person)</p> <p>-Teaching as post-experiential (as opposed to pre-experiential) to develop dispositions (i.e. competences and attitudes, as opposed to a focus on achieving goals)</p> <p>-The teacher / exemplar of international-mindedness</p>	<p>-P3a A tendency to assimilate differences instead of questioning their provenance</p> <p>-P3b Different ways of greeting students at the doorway but upholding the idea behind this school policy consistently</p> <p>-P3c An eye for differences regarding students' different experiences with freedom (of movement) in the classroom</p> <p>-P4 A teacher who is consciously finishing his own sentences, showcasing what should be possible, and addressing interruptions calmly</p>	<p>-P3a A student struggled with the concept of the 'height' of a building. He expressed it in tonnage rather than <u>metres</u>. The teacher proposed similar measurements (e.g. how tall he is compared to the height of the ceiling), assumed a Googled answer, but did not question the 'misunderstanding'</p> <p>-P3b Students were greeted with handshakes, a quick chat, pat on the shoulder, eye contact but all were made to feel welcome</p> <p>-P3c The teacher proposed to the students at the end of the lesson to move around freely in order to list the other students' different buildings and their peculiarities</p> <p>-P4 Some students were interrupting each other and the teacher, usually out of enthusiasm. They were stopped by the teacher, without being made to reflect on this <u>behaviour</u></p>

Category	What do I want to see?	What do I experience?	Why do I think this?
	A focus on:	An instrumentalist ('tunnel') or transformative ('gate'—a more 'risky to the self') dimension?	Also based on data and reflections with the teacher before and after the lesson:
<b>Curriculum</b>	<p><b>C5 A broad and balanced intended curriculum within a framework or rationale</b></p> <p><b>C6 The 'living of' the underpinning principles of the experienced curriculum</b></p> <p>-A well-defined and -justified continuum of knowledge base, competences <i>and attitudes of mind</i>.</p> <p>-Planned discontinuity within a compatible curriculum.</p> <p>-Relations within curriculum content being framed towards 'introspective' (academic) identity (as opposed to framed towards a 'projective' (market) requirement</p>	<p>C5 A curriculum focused on living responsibly in, and knowing about the Netherlands whilst staying connected to one's own background. Acquiring a higher Dutch language level features prominently in this <u>endeavour</u></p> <p>C6 A teacher who role models open-mindedness towards the intended goal of living responsibly in, and knowing about the Netherlands whilst staying connected to one's own cultural background. He uses unplanned discontinuity within a roughly developed humanities course and teaches largely pre-experientially to assimilate dispositions (i.e. competences and attitudes)</p>	<p>C5 Lesson materials (e.g. websites, WhatsApp, email, Facebook, books, worksheets, toilet paper rolls as a timeline) and teaching style (gentle, calm yet firm) have been carefully selected, produced and adopted by the teacher and screened for the right multimodal variety, language and interest levels. The learning to become self-reliant, to take responsibility for one's actions and to value making connections with one's own home country's culture are key</p> <p>C6 Students are respectfully (towards their own cultural background) reminded about and shown what the expectations are (e.g. greeting at the door, moving around the class, finishing your sentence uninterrupted, replacing lost items). They are rarely questioned about or made to reflect on the underpinning values of their work and <u>behaviour</u></p>

**G13: Teacher Two AICS**

**G30: Teacher Two Berlage**

**G42: Teacher Two Denise**

**G54: Teacher Two Europaschool**

**G68: Teacher Two Mundus**

*Focus group interviews*

**G72: Focus Group Interview students**

Intelligent verbatim transcription

**Research Inquiry focus group interview**

25 March 2015

**Five students: AICS, Denise, Europaschool and Mundus**

(Three male and two female. The transcription of the interview was sent to all, including the non-participating students who were unable to make it for the interview, with the request to react to me by email or telephone, within three weeks, in case they felt they needed to add to the transcribed discussion.)

[B] This is a note for the translator: It is Wednesday March 25th, and we are here with all the students. We are preparing our answers for the first round of questions.

[Asks whether everyone is ready]

You have the A questions for the first round. We will move to this side, group red. This interview will be held in Dutch and English. The first question in this round is about what you want for your schools. So it is about internationalisation of education in your schools. What do you want at your schools. So what do you want regarding the internationalisation of education at your schools? At the Europaschool and AICS.

[Student A] Something we both agreed on is that when you go to international school, for example in Holland, even though you have a school with mixed cultures and you speak English all day, you still kind of want to speak Dutch and kind of be part of Dutch culture even though you are at a school with so many different cultures. So at the same time have that multicultural environment but get

back to your roots and also know what your real culture is – so the combination. What we both agree on that we want is not to focus 100% on that mixed culture but finding a combination.

[B] [to another student] Anything you would like to add? No? You want to step in? Any questions? No? What is most important regarding internationalisation at your schools?

[Student A] I forgot what we answered, do you remember? Did we skip that question? [Yeah...] I think we did. Sorry about that. I guess it's the same as number 1. We didn't really discuss this but for me besides education, which obviously is important, it's also the environment you're in – it's friendly and you want to come back every day.

[B] What about you? Same thing?

[Student B] Yeah, same thing.

[B] So when we are talking about the internationalisation of education, what drives you? What sets you in motion? What makes you feel good when you think about it? 'Yes, that's what I want'. What drives you?

[Student A] ...I can't remember what we said! We did discuss this...

[B] Is that connected to internationalisation of education, you think?

[Student B] What is driving me to go to school every day is to learn Dutch and understand the language people speak here. And also just to have an education I guess.

[B] And that it's not just an education but an international education, for you as a Canadian that means that you also speak Dutch?

[Student B] Yes.

[B] [Student A], anything to add? Anyone else?

[Student A] What is driving me is to not get my parents mad. No, really, it is knowing you have to finish school so not fool around but just finish it. Full stop.

[B] If there is anything in particular about the internationalisation of education, then let me know. If there is anything that makes your clock tick... If there is anything special relating to the internationalisation of education that makes you feel good and think: 'Well this is pretty special,' go ahead and say so.

[SA] What makes me happy about internationalisation compared to a Dutch or local national school is that here, you think beyond your own border. If you discuss topics, you discuss them from different angles, you see it from different cultures and from different points of view because so many people come from different parts of the world. And that kind of drives me because every time I go to school, for example when something happened, when I hear Dutch people saying what they think about this, that I have people from a lot of cultures talking about it. That is really nice.

[B] The internationalisation of education in your school. If you had to picture that, what would that picture be like? So how do you picture a successful internationalised school?

[SA] You can answer that.

[SB] A successful international school? We talked about how to picture actual success, not an international school but I guess to have a strong foundation and one language in the entire school. Like you guys have English, so everybody here speaks English, but there's other languages as well. So to have the one language and also to have teachers that know what they are talking about when they talk about international. [incomprehensible – And also have their culture?] in their own country and here.

[B] So you started out by saying: To have a school that has a very strong foundation, like a language foundation, like a knowledge foundation of the teachers and so on. That's important. And then have all the other possibilities on top. A bit like the foundation of a cake and then you have all the fancy bits on top but the foundation of the cake needs to be solid.

[SA] I picture success like when you accomplish a goal. For examples teachers here want students to become critical thinkers. When you answer a question, even though your answer might be wrong, as long as your thinking process towards the answer is right... If they are able to teach us that when I reach DP2, when I'm good at that, those teachers accomplished that goal with me, then I guess that's success.

[B] Okay. If you look at the internationalisation of education, what is your top ambition? So if you consider the internationalisation of your school, what is your highest ambition for that moment, when your school is a top internationalised school?

[SA] To finish DP2, that is my highest ambition. If I finish that, my highest ambition is that I'm able to settle anywhere – well not anywhere but in a lot of parts of the world I'll not have too many difficulties compared to [those who finished gymnasium?].

[SB] Regarding my school, it's to finish my Dutch thing...

[B] 'Your Dutch thing' means...?

[SB] Learning Dutch.

[B] Okay... So your highest ambition for a top internationalised school in your case, for Europaschool, means that the Dutch programme is so good that you learn Dutch very well.

[SB] Yeah and also for the school to have... for teachers at the school to have... We have a lot of Spanish kids at our school and the teachers don't speak Spanish, just the Spanish teacher, so the Dutch teacher has to speak Dutch to them and sometimes they don't understand. So I guess to have more teachers in different languages.

[B] That's very clear, very good. The last question for group A is: What do you hope in relation to the process of internationalisation? What are your hopes for the process of internationalisation at your school?

[SA] For me the teachers are able to teach me their goals, so what I just claimed, the critical thinking, how you get an answer. All that kind of stuff, the whole get your ABCDE, whatever it is [?]. My hope

for the process, in the DP2 and final exam is that I'm able to actually become what the IB wants me to become, so those are my hopes in the process towards the end.

[B] What about you?

[SB] For the whole international process, that the international schools remain in place because they are really good in terms of people. Like if they want to transfer to a normal school, my friend did that, and she only spoke English but has to go to a normal school and she speaks Dutch now. But she got held back a grade because she could not speak the language. So for international schools to keep going.

[B] So your hope for the process is that there might be more international schools so that children who come from other countries but don't speak all the languages don't suffer by being held back or losing time by having to learn stuff in a language they don't speak yet. Is that what you are saying?

[SB] Yes.

[B] Thank you! We will move on to the other table and to other groups, group B and C. Group B is sitting right next to me. The first question is also about internationalisation of education, and what do you believe about your own importance as students? How important are you to international education, or to internationalise education?

[Student C] How important are we... I think we are...

[B] Are you very important or not so important...?

[Student C] We are just somewhere in the middle, I think.

[B] A little bit important?

[SC] Yes.

[B] And can you explain that a little, how important you are? Are you important because you come from a certain country, or because you speak a certain language or not? Are you important because education is about you, and not about the teacher, perhaps? Can you say something about that?

[SC] We are important because of the language you speak and also the level at which you speak it.

[B] And could the internationalisation of education help with that? The language you speak and the level you have?

[SC] Yes, they can help us but you still have to learn the language.

[B] Okay, so you are important because of your level and language, that's what it's about. Okay, that is fine. The next question is: What are your thoughts about the importance of other people? You are important because you come in with a certain language at a certain level, what you still have to learn. And how important are other people? Parents, for instance, teachers, directors, other schools perhaps. What are your thoughts about that? Are other people also important to international education?

[SC] Yes, when we are talking about directors or teachers, they are fairly important I think. They still need them to help us.

[B] Is that what you think, too?

[Student D] Yes.

[B] And your parents? Are they also important to international education?

[SD] Yes, also.

[SC] Well, I don't know.

[SD] I don't think so...

[B] No? Could you explain that?

[SC] Or perhaps they are important. I don't know.

[B] There is no right answer, I don't mind either way.

[SC] Perhaps they are important when you have to pay [laughter]

[SD] But I can also work myself.

[B] So they're not really that important, those parents. You're more important yourself?

[SD] No my parents... I mean I am!

[B] But I mean with regard to education, for international education, you yourself are more important, for the language you bring with you – because your first language is Spanish, I believe?

[SC] Yes, Spanish.

[B] And you have many languages... Romanian. So your first language is important and everything you still have to learn. That's what I hear you say as well: What you need to learn still is important, and you want to learn Dutch. And you expect the school that is internationalising to teach you how to speak a certain language and how to learn in a certain language. You expect an internationalising school to teach you your own language better and also to teach you a different language. Is that right?

[Both] Yes.

[B] Question 9: What are your thoughts about politics? How important is that? A government, or the municipal council of Amsterdam... Do you have any thoughts about that?

[SC] Yes, they are important. They have to make money, after all. I mean... I don't think it is very important to them that we... our future and stuff, you know? Perhaps that of Dutch students, but not ours.

[B] So politics decides about things and that has to be important, there is no other way. Do you believe that, too?



[SD] Yes.

[B] History in the Netherlands. The importance of history, the way things are done in the Netherlands. Do you have an opinion on that matter? About how things are just done in the Netherlands, what you are used to with regard to things that happen in the Netherlands. Can you say anything about that with regard to international education, how things are done in the Netherlands?

[SC] Could you repeat the question please? I don't understand it.

[B] It is a difficult question, you are right. In the Netherlands, for instance, there are a great many people who have a say before something actually happens. So there is the municipal council, the Dutch government, there are often neighbourhood councils, and all these people are allowed to say something about it. And this is often how decisions are made in the Netherlands. Is that important in any way with regard to internationalisation, that decisions are made in this way? Or would you say: Well, I haven't really noticed any effect from that. If you don't know anything about it or haven't noticed anything, you can say that as well.

[SC] I don't know anything about it but I also don't notice.

[B] Can you say something about the school? The importance of the school? The school building and the yard, the schoolyard, what the school looks like inside, is that important to the internationalisation of education? Should the school be like the AICS, should it be bigger or smaller ...

[SD] Bigger.

[B] To be an international school or a truly internationalised school. Does it have to have plenty of flags? What is important to the school building and its surroundings when we talk about internationalisation?

[SC] I think what it looks like ...

[B] If you look at DENISE, what it looks like right now. Is that fine, don't touch anything about it?

[SC] No... [laughter] People don't even know it's a school, you know.

[SD] Really?

[B] And you think they should know.

[SC] Yes, they should be able to tell. There is no name sign outside the door either.

[B] Why should there be a name?

[SC] So they'll know it's a school or not.

[B] Why should they know?

[SC] DENISE is a new school, isn't it?

[B] You want to be able to take pride in it.

[SC] Yes. And when you talk to people and they ask what school you are attending, then... [laughter]

[B] 'That building with that very pretty name on it.' Right?

[Other student] I want to add something to that. What's important is that, with a school that's international, you have to feel at home. Because if you don't feel at home, then it's not good.

[B] Yes, that is perfect, that is what I'm asking about. The building should be like a kind of home. And it should also have a good name and a great flag or something, so it's like 'That's my school'. [The students agree]

[Other student] Because it's an international school, talking about this school for example, if you walk into the primary school on the left, you have a whole wall full of flags coloured themselves and with pictures of the primary kids. I'm not sure, I haven't been there in a while but stuff like that, you can see that it is a school with multiple cultures and that they are all reflected in the school. It's not one Dutch flag or one AICS flag. Everything is there. So to feel at home, that is really important so you can say 'Yeah, I feel comfortable here', but also because it's an international school you need to give more attention to the multicultural thing.

[B] Ok. The last question is: What is it that determines your picture of an international school? So it's a place where you feel at home, actually.

[SD] Yes. So when we go to school, we can also look forward to learning there: 'Yes, that's our school, our home'.

[B] You also want to be able to be proud of it, after all.

[SD] Yes!

[B] Yes? So that's it, isn't it? That was question 13. Let's move to question 14, which is group C who have two whole questions. Two whole questions for group C. What, regarding internationalisation of education at your schools – we are looking at AICS and DENISE, are your strengths? The strengths of your school regarding being international in its programmes and student experiences. So what are your strengths, the strengths of your schools where it concerns an international dimension in education?

[Other student] I think at my school, what we learn there, it doesn't matter where we are in the world – we can use certain things. What they teach us, we don't forget in one week or something. So it's useful.

[Other student] For my school it is socialisation and exploration because they teach us the ways – for example in history, they teach us the ways from around the world and not just in the Netherlands or the US.

[B] Okay, very good! And the last question 15 for this round is: What is working between you? So what works between the school that tries to be an international or an internationalising school and yourselves as students? It might be stuff that is not working, you can talk about that too, but maybe we can start with what *is* working. What does work? What goes well between that internationalising school you attend and yourselves as students?

[Student] I think this question is about collaboration, right? Or just you yourself?

[B] You are a student at DENISE. DENISE says: 'We are a new international school in the Esprit group. Hi, here we are.' And then you say, XXX: 'But I'm a student and some things don't work and some do.' And you can start with what does work. What goes well between DENISE and you, as XXX on a school that is trying to internationalise. So what is working between a school that says: "We are a new internationalising school of Esprit, see us", and XXX, the student at that school.

[Student] What does work is that it is international, so I'm learning a lot, including from other people. The teachers are pretty much all Dutch. So I learn about Dutch culture from them but I'm also learning from the students, because I have Chinese friends, and Russian friends, so you can learn a little about other cultures as well. So you learn... you are more open, something like that.

[B] Open-minded is what you mean, right? That you are open to other...

[Student] Internationally, it works.

[B] And in your eyes?

[Student 2] I think it's the same as him. You have an open-minded school with a lot of other nationalities, with teachers you actually feel comfortable with, basically.

[B] Alright. Then we move on to the next round. Take a few minutes to have a look at your questions...

[34:00 – 41:30]

Have you finished, people? Then we move to group C for round 2, that's the black group. The first question regards internationalisation of education at your schools, as AICS and DENISE again: Is what you want reasonable? What you want for internationalisation of education at your school, is that reasonable? What you, as students, want.

[Student E] I think my school wants us to explore and socialise with the rest of the world, so they teach us not only about the Netherlands but about all of the countries around the world. That's what it does. And I think that that is reasonable because if we, when we get older, go to other countries, if we only learned about the Netherlands like other schools, then we won't be really comfortable. So I think it's reasonable.

[B] Is that also what you want?

[Student F] Same, yeah.

[B] Is what you want also possible?

[Student E] Yes, because we can already see that. We have some teachers from other countries as well, in history for example. And even in subjects like Dutch as well, we don't only learn about the Netherlands but other countries as well. So with all these other people from other countries, I think it is possible.

[Student F] For me it only become possible because of the internationalisation. Because if I was in my country, I wouldn't be able to get all these resources and contacts. So yes it is possible because of the internationalisation, otherwise nope. Not what I want.

[B] And what is possible, is that the contacts?

[SF] What is mean is with my future, with my job, my house where I'm going to live or if I stay here. It is all possible because of internationalisation.

[B] And internationalisation, what is that for you?

[SF] I think it is becoming a multicultural person yourself... When you travel, you know about a place so you feel more comfortable with the place that you are in.

[B] So you are better able to handle differences.

[SF] And to understand the people who live there, because maybe they think something different than you because you are from another country. So you understand them. I'm not saying that you will think like them but you will understand why and how they think like that so you become more... I don't know... social.

[B] You are more easy-going, more prepared?

[SF] Yes, to the people who live in a certain area.

[B] Very good, I understand now. The next question is: 'Are there other ways to assess a successful international school?' Could there be indicators of a successfully internationalised school?

[SE] I guess so. If you put in more teachers... This school has some international teachers but most of them are Dutch. So if you put in more teachers from other countries, then it will be more internationalised.

[B] Yeah?

[SF] Yeah, same.

[B] And the last question for your group is: 'What could a successfully internationalised school look like from the point of view of other stakeholders?' In other words, what could a successful school look like in the eyes, not of students, but of teachers, parents, or directors.

[SF] If your parents see that you achieved your goal by being in the international school, I think they will be happy. And the teachers as well because they will think what they taught you was useful so they could be proud of you.

[B] So for the teachers to teach you useful things and for the parents to see that you have accomplished something. What would that be for parents? That you get a degree? Or that you get a future in terms of a job? Or that you are just happy and smiling?

[SF] The third one.

[B] Okay, that's it for this question? So we'll move on to group A in round 2. And the first question is question number 20: 'Information that you would not normally read, all kinds of policy documents about internationalisation of the Esprit school group, or what internationalisation of education actually comprises, perhaps in educational science, perhaps what other people on international schools think... If you think about that, what are your thoughts?' So what do you think about information that you normally don't consider, like policy documents and other people's ideas about international education. Do they matter?

[Student G] Oh I guess policies matter. I do not know all of them... I know very few of them, I just figure them out. If I get in trouble, they tell me: 'Hey, this is policy.' And I'm like Wow, how am I supposed to know that, I'm not going to read all the policies. And they say: 'Well, you should know this is policy'. The difference between international schools and, for example, Dutch schools... I think the longer I am at AICS I kind of see it as a more personal thing. Where in Dutch schools you have really long test weeks and it's quite a lot of homework, or that depends on the school, and lots of *stampen* – I don't know what that is in English –

[B] Rote learning.

[Student G] Yes, learning stuff over and over repeatedly, keep learning it and then having a test of knowledge. That's a way of doing it and it will probably stick just by learning the words. But just by learning the answer you don't know how to get to that answer... All that kinds of stuff. There is way more to it. Whereas here there is a bit less *stampen* but that doesn't make the work any less difficult and people assume that a lot of the time. I went to Dutch school before this – one year of Dutch high school and all Dutch primary school. It's not any easier, not *stampen*, it's just that here the work is much broader and you have to do way more thinking, use your brain way more to think than just to learn, like learn a word and memorise it and write it in a test. We have to think. I don't really understand the question that clearly but that is a kind of answer, I guess.

[B] For example, you might not have read the Esprit international policy. Have you read it? [all: 'No']. What do you assume about this policy? What do you think about it?

[Student H] It's probably just rules, I don't know like... You have to be legally living in the Netherlands and other policies about buildings and in the building and... Just rules.

[B] So just rules.

[Student G] Just rules. What can a student do, what can a student not do, when a student gets punished, why is there punishment, things like that...

[B] Okay, let's move on to the next question. Your blind spots. So there might also be stuff that you might not be considering when you think about internationalisation of education, that you don't think about a lot. Like what do you want out of education and what do you want out of international education, what your parents think about education – What is it that you don't think about often. In terms of what internationalisation actually means. Do you think about that often?

[Student G] Not really, about what internationalisation actually means. I know the difference between this school and Dutch school and for me when I had to pick a high school I could pick this school or just Dutch school. And I picked this school because I liked it and because of my dad's job, so it was both situations. But I don't really know... the difference what makes a national and an international school. I can guess it...

[Student H] What makes an international school in my opinion... The difference between the Dutch school (my school) and this school is that in this school they have an English learning base and English is actually their second language here... It's like, in Dutch schools they have a lot of only Dutch students and Dutch is not a very popular language. And international school has international students...

[B] I'm only interested now in what you think about stuff, like international education stuff, that you normally don't think about. And what you think about it. That could be international education, it could be education in general, which you hardly ever think about probably. So you don't often think about what education is actually for. Is it just for a diploma? Well, like XXX said: 'I also want to become a happy person, I want to continue laughing in my life even after school.' I also want to be a happy person after I leave school and I want to take that happiness into the rest of my life. I want people during that school time to teach me how to be a meaningful person and happy. That is what I hear you saying more or less. That's what I'm hearing you say, that school should also be that.

[Other student] School is not just for now, but also for later.

[B] And that is what this question 21 is about, about internationalisation of education that you don't often think about actually, you can do so now. So it doesn't really matter so much what you say.

[Student H] Things that you don't usually think about when you go to international school. Because sometimes the students there, they are not as nice as they can be because they have been mooising around a lot so they are insecure and things like that. So you don't usually think about that... Also you don't think about all the different languages that you are going to hear and things like that, which isn't bad but when you do hear all of those different languages... There are three little girls, two of them speak Spanish and one speaks English. They speak Spanish with each other all the time and the third girl, she always thinks they are talking about her. So I think that you don't think too much about how different languages are going to be... Like you're used to hearing one language and you go to school and you just don't think about all the other languages.

[B] Okay... We've already considered question 22 more or less. It's about sources of information that you don't often look at, like policy documents... Perhaps you also don't often look at what multinational companies like Philips or Nike or other big companies want.

[Student G] Yeah, because lots of people come here... A lot of people forget that 80% or 90% of people move here because of their job, at least most of them, it gets less every year but still most of them. People come here because they moved here and most of the time that is because of their job. And when people come here, many people I know, the company pays for their school, the company wants them here as soon as possible so that's why they put them in international school so you can easily move around. So for a lot of parents I think they choose this school because it just works better

with their company and their job if they move around a lot. So I guess a lot of policies are also based around that.

[B] And then the question is: What do you think about that influence, for example, so what do you think about the influence that companies have on internationalisation. Are they important, you think, or not?

[SG] Well yeah, because if the companies wouldn't have people moving here all the time, then the school would just be filled with Dutch people who want to speak English. That would be a different story.

[Student H] A lot of the kids in my mom's class, they go to this school because it is one of the cheapest international schools. A lot of the kids when they are little, like the little kids in the international part of my school, they are learning Dutch. It is really hard because they are already learning their own language, pretty much, they're like 5, they can't write down much and they can't read anything so learning that in Dutch is really hard. So I guess kids also go to international school when they are younger because their parents know that it's too much for them to learn Dutch and be able to learn English writing and things like that.

[B] The last question is about people that don't think very highly of international education and really don't like international education. Who think internationalisation of education is flat-out wrong. Some people say that students don't learn anything at international schools. Other people say that international or internationalised schools are teaching the values of the parents. So they are actually teaching the values that the parents should be teaching. So parents don't have a job anymore. The schools take over from the parents. Surely that is not how it's supposed to be, so of course it's unacceptable. And there are also people who say: 'It's a fairly elitist affair, really'. International schools are pretty elitist, they only have rich people and it's not for normal people. You have to pay a lot of money so it's stupid.

[Student] It sounds like indoctrination.

[B] Well there are people who think this way. There are people who say: It only makes you more of a Dutchman, or a Spaniard, or – I don't remember exactly where you are from? - Brazilian or Romanian or Canadian than you already were. Because you're away from where you've come from and you go to this international school but you will go away from that international school more Canadian than you ever were. And that's another criticism. So the question is: How do you feel about that?

[SG] Let me identify a few problems. Let's start with the money thing: So it's an elitist thing that only rich people attend. I think if companies pay for the school it is a different story. If people pay for it privately, yes I guess you have to be able to afford the school. It's like a phone, for example. You can get a phone for a hundred euros and it will do your calling and texting and that is all you need from a phone. However, you can pay a little bit more and you can get more. So... wait, let me just go to the next question. Why people think... this is hard.

[B] You want to say something?

[SH] The people who think only rich people go there... A lot of people spend all their money on their kids' education, going to this kind of school. So a lot of people here don't have that much money because they use all their money on their kids' education so I don't think that that is particularly true. But it also depends on what kind of international school you go to. Some schools can cost a lot of money where pretty much you have to have a lot and a lot of money to go. But my other friend goes to the international school in Amsterdam, the AICS, and her dad pays for it since her dad works for Nike. But without her dad paying for it they wouldn't be able to afford it. So I think it is not so much the rich people go to international schools; it is either the people who spend all their money on the international school or people whose company pays for it. So some people who are rich go to international school but some people who are rich can go to a normal school as well. I think that that is a stereotypical thing. Also it feels that why some people think that is because they see international schools as really posh places, with uniforms and things like that, so I think that that is why they see it like that sometimes but that is because they have never been in an international school.

Also about people who are from the same culture... There is a group of French people and they are all friends and there's the Spanish people who are all friends and things like that. That is sometimes true but not all of the time. And I think all that about the international school is somebody's personal opinion. Some people think that it is really good because you still know people from your culture. Some people don't like it because you don't learn the Dutch culture, if they are very Dutch. So I think it is all about somebody's personal opinion.

[SG] Yeah, there are a lot of stereotypes about international school. Every time I visit with some old Dutch friends or friends from wherever in the world and they ask me which school I go to, and I say international school, there are a lot of stereotypes. It's not that bad, I just explain and they're like 'Oh, never mind, I thought it was like this and this' because there are a lot of stereotypes about international schools. And what you said about how some people think... If you are Dutch and you go to a regular school, 'If you finish then you're more Dutch'... I kind of agree with that but it is not a particularly bad thing. I see it with a lot of people here. It is because you don't... For a lot of people you don't realise what you have or what you are because you are just there with a bunch of Dutch people and you're just used to it. You know there are other cultures but you don't really realise it until you go here and you start to... Like for me, I start to evaluate the Dutch language more when people speak it, I start to appreciate things way more in Dutch or criticise them. Just because I wasn't used to anything else but now I see so many different things I can evaluate it and then I take the things I like from my culture, and I take away the things I don't like and I take things from somewhere else...

[Student I] It's like when you have something, you only give it value when you lose it. I'm Brazilian, so when I'm here and I miss things from there I can actually see Brazil in a way that I could not when I was there. I think that that is what he means.

[B] And that can be enriching.

[Student I] So I understand the 'more Dutch than'...



[B] Group B has the last four questions. The first question about internationalisation of education is about whether what you are doing, right now, to achieve internationalisation in your schools, at DENISE and Mundus, whether that is helping.

[Student J] What we are doing now? Whether it helps... Yes, it does help.

[B] And what are you doing?

[Student J] What we are doing now is to achieve our level.

[B] What is that exactly? Can you explain? At the language level, I think?

[SJ] Yes, it's about language level. The Dutch language level. But it is high, though.

[B] Okay, that's really good. Is that also true for you?

[Student K] Yes, that's also true for me. Also a language level.

[B] Is that the NIA? What did you say exactly? The language level...

[SJ] More about the study, what level you are. Havo [higher secondary education, BP], VWO [pre-university education, BP], MAVO (pre-vocational secondary education, BP), things like that.

[B] And what is it called exactly, so I have an idea what it's called? The language level. You said NIA or something, didn't you?

[Both: No, I have no idea. I don't know]

[B] But you want to achieve a certain language level.

[SJ] Yes, because the language level determines where you go.

[B] After DENISE, you mean.

[SJ] Yes, after DENISE.

[B] And for you the language level is also important in where you will be going after Mundus.

[SK] Yes.

[B] So that is what you are working towards. If you continue doing that, you will get closer to where you want to be. And where do you want to be, you think?

[SK] I first want to get my diploma and I want to be a stewardess. So I think it does help, yes.

[B] And you?

[SJ] For me it also helps but... the problem is not just Dutch but also English, to get where I want to be.

[B] Where do you want to go after DENISE?

[SJ] I want them to give me a havo recommendation and then I want to do the police academy.

[B] Oh right, I remember from our interview. And if it's about people, the people with whom you are now, with whom you like to be, will it take you away from that, you think? If you continue with your ambition? Or not necessarily? So your friends, your family... If you pursue this course: havo, police academy, and mbo stewardess training, I think, I don't know exactly, does that bring you closer to your friends and family or rather away?

[Both: Away from them, I think]

[B] Can you explain why?

[SK] If I give more attention to what I want to achieve, then I don't forget them but I do devote more attention to what I want. And they will think I'm forgetting them so ...

[B] Is that true for you, as well?

[SJ] Something like that... for instance with my friends, if I want to achieve my goal then I know I will have to take some more distance from them because... I forgot the Dutch word... In Spanish it is 'distraer'... distracted!

[B] So it's more or less the same, I see. Is there something you would like to do differently now? With the story we've just discussed, about what you want to achieve and what might happen with friends and less distraction, to havo and the police academy... Is there something you would do differently than today or will you continue with what you are trying to achieve now?

[SJ] Yes, I will continue with what I'm trying to understand but I know I should devote more attention to English, for instance.

[B] You, as well?

[SK] There is English everywhere so you have to.

[SJ] And you also need it for your diploma.

[B] Is there something you would stop doing, if you could?

[SJ] No, I don't think so.

[SK] No, neither do I.

[B] Okay, that's fine.

[SJ] Perhaps there is something but I don't really know.

[B] Well, what could it be... Grown-ups at one point say: I should stop smoking, or... what is another example...

[SJ] Perhaps stopping to go out at night and staying at home more to learn.

[B] Yes, that's possible. I'm not saying you should...

[SJ] Using your free time towards what you want to achieve.

[B] Or eating healthily, you can think of all kinds of things. But you could go out less often at night and study more? Do you have an idea as well, or you don't know exactly?

[SK] I want to stop... I always give more attention to everybody than to myself. If someone has a problem, I'm always there for them. I want to stop that because ...

[B] You would have more time for yourself.

[SK] Yes.

[B] Last round, we are doing well! Take a few minutes because we will have to continue. We could also move on to the questions directly but I suggest taking a minute.

[B] Round 3 then, group B is going to start with the first question, question 28: Is there something new that you want that would make you more satisfied about the internationalisation of education? Is there something new that you would like to adopt regarding the internationalisation of education, which would better satisfy you?

[Student J] In our school?

[B] Yes.

[Student J] Yes, I think so. For instance, in our school we are using iPads and sometimes that's great but sometimes it's a distraction, for instance due to games, Facebook, all that. And because of that we don't focus in school so I would prefer having books. Another example: in maths everyone works at their own level. I would like to change that so everyone has the same level and we can work together.

[Other student] Yes, because 2 vwo, 3 havo, everyone is in one single class so everyone is doing something different.

[SJ] And that makes it hard to concentrate, so I don't look forward maths.

[SK] Yeah, it's the same for us.

[SJ] You have to call the teacher over to explain things and he may be busy with other people... I would just start the class with an explanation, by him, in the context of our theme.

[Other student] It would be great if they split up the class, 3 havo, 4 vwo, that's better than everyone in one class. I think we would learn more effectively.

[SK] Yes, it's the same for me, also in maths. People work at a different level and when the teacher is busy I always have to wait for help and it takes a long time.

[Other student] Another point: The iPad helps us find the answer. So the iPad helps us. Because there is a website called the mathematics academy, which explains about everything, every maths book. So you go there and you get it after a few minutes. So you don't really need the teacher in that case.

[SJ] But still I'd prefer to work together with others and with books...

[B] So that's an advantage but you'd rather work together with others with books. Not just the iPad.

[Other student] Not just the technology but also the combination.

[SJ] Or, for instance, using the iPad but blocking the social apps.

[B] So you'll still need the teacher, a little, to help you. I get it. Question 29: Does it help you to reshape who you want to become? In other words, would it help to get a different view of yourself, as a student, of who you want to be? It's a bit of a strange question. You just explained what you want to be. Is that how you want to be and does it help you study right now? So you want to go to the police academy, you want to do havo and get your diploma. You want to be a stewardess, learn English and Dutch really well. That picture of how you are going to be and what you want to be, does that help you in school?

[SK] A bit yes, a bit no.

[SJ] Perhaps it does. I have to change my image in school though.

[B] You tell me, I don't know you in school. I only know you like this.

[Silence. Laughter]

[SJ] Yes, that's difficult.

[B] You've told me what you want. Would you change something about how you are in school right now to achieve that? Would you – we've actually already answered that question but... Does this picture of how you want to be in school help? That you study hard and are serious and like to learn? That you make friends and feel comfortable, that you are confident...

[SJ] Yes, it does. What I think, yes it does help me.

[B] You, too? You say that you want to be able to think about yourself a little more and want to spend less time on other people but I know where I'm going. Does that help?

[SK] Yes, it does help.

[SJ] That goal is in your head so...

[B] And that's really all this question means to ask. Question 30: What opportunities do you have together? In other words, what opportunities – and we also discussed this a little already – does DENISE have with you, Mundus with you. You already said you want to get your diploma. You've already said about DENISE that you want DENISE to help you go to havo... Are there other opportunities that DENISE and Mundus could give you?

[SJ] No, they can't offer us anything more.

[B] Just your diploma.

[Other student] They don't even give you a diploma.

[SJ] No diploma but they do give you a level so you can get the diploma.

[Other student] They put you on the path towards a diploma but they don't give you a diploma.

[B] Does DENISE give you more options?

[SJ] Yes, but very easy and what I don't like, like sending you to the ROC [regional vocational tertiary education, BP] or something.

[B] But other, good possibilities as well? Friendships, learning about each other's culture...

[Talking between students, difficult to understand]

[Student] For instance in music, we wanted to make something with music. And our teacher wanted to help us and she asked acquaintances of hers to teach us. So contact with people.

[B] So you are gaining some nice contacts in school.

[Students] Yes.

[SJ] And that is something apart from school, that's our own...

[B] But it did start in school? It developed from school?

[Students] Yes.

[B] Is that true for you as well? Did any friendships start in school that you will take with you? Yes. Okay. Last question: Is there a way to measure successful internationalisation in education in a completely different way compared to what you had imagined so far. Is there another way to measure successful international or internationalised education than what you have done so far? That you speak several languages? What does successful international or internationalising education in school mean to you? You will get a diploma...

[SJ] That we know several languages, that also helps us. Because if we want to do havo, we need to have more...

[SK] ...speak more than three languages.

[B] And are there other ways to be successful or is this the most important one.

[SJ] No, I think that's the most important one.

[B] So for you to go to havo and for you to go to mbo. Next group. Group C with DENISE and AICS. With regard to internationalisation of education, what do you think about your ideas? Might they be in need of change?

[Student L] I don't think so.

[B] Can you summarise them very briefly? Your ideas about internationalisation of education?

[SL] There should be teachers and students from around the world and they should adapt a bit to the way it goes here because you have to teach about yourself but you have to teach the way it is done here. For instance if you come from Russia, they teach in a different way than they teach here. So

you have to teach them about yourself but you have to teach the way they teach here and not in Russia.

[B] Next question: Did you get any new ideas about it? Or maybe ideas that you want to adopt?

[SM] Yes... Sometimes you get, you learn... No wait, I need to think about it. It's like what he said: If I'm going to learn Russian, I have to learn from a Russian teacher, not a Dutch teacher who speaks Dutch. I don't know how to say that: To learn a culture you have to learn it from someone who comes from that culture.

[B] That's a new idea that you learn because when you are in a place with so many different cultures, you appreciate that. Question 34, what these new ideas might give you.

[Student] Knowledge [others agree], morality, reflectiveness...

[SL] You start to think more critically about things.

[B] Critical understanding.

[SL] For instance, you read an article on the internet and you don't actually give your own opinion about it but you... It's like religion. You understand somebody's religion without giving up your own ideas and beliefs.

[B] So you can appreciate somebody else's point of view without losing your own point of view. That's a nice way to put it, thank you. 35: What kind of new information do you need, you think, in order to rethink internationalisation and make more informed choices. Is there any more information that you might need?

[Student L] Oh, if you want to know more about internationalisation, maybe you can Google it or read the school policy because it might tell you about internationalisation and maybe you get something new from that that you didn't know before.

[B] We can't say that without a smirk because no one here has actually read the policy, which is fair enough. You will receive my book when it's written and it will give you the policy as well, so you can have it at some point. Question 36: Where can you get this new information and what would you need to access it?

[Students] A website, the internet...

[B] Last question, 37: Who knows best about the internationalisation of education and how can you get closer to knowing?

[SL] In my opinion no one knows best because so the internationalisation stuff is made by people. So if there are, for example, no Brazilians here, no one here speaks about Brazil because they don't know what is actually there. Somebody that is not there has a different view of that place from what it actually is so... You have to have a council of people like the UN.

[B] Okay, that's very clear. And the last two questions are for group A. Question 38: What do you need to do or be able to do to achieve your aspirations? What do you need in relation to internationalisation of education or what would you need to be able to do to achieve what you want to achieve?

[Student N] Questions 38 and 39 can actually be answered at the same time. There are a couple of things. First of all, we both agreed on this, with any education you have to put effort into it. If you don't then you are not going to get there. You just have to, sadly, but you have no choice. You have to be open-minded and you have to be really critical, especially here at AICS and other international schools: critical self-reflecting. That is something you need to take way more seriously than you think, especially now in MP4 and MP5, they really push you quite hard on this. If you read your own work you can know yourself and the teacher shouldn't be telling you: Okay, this is wrong or this could be better and you should know this yourself. This is just an example of really critically self-reflecting. And also being open-minded because in international schools there are multiple cultures. People are of multiple religions, so you have to stay open-minded.

[Student O] Also what you need to be able to do to achieve your aspirations: You just have to know what you want to achieve and what you need to do to be able to get there. And yes, open-mindedness for the second one, what kind of thinking do you need to adopt: Just to be open-minded.

[B] To be open-minded is important. For you personally, what do you want to achieve and what do you want to be able to do through internationalisation? You said you want to learn to speak Dutch, for example...

[Student O] You just need to... for me to learn to speak Dutch, you need to listen to people, when they're on the street. You take in your surroundings and focus on everything. You just have to put your best effort into it.

[B] Very clear. We've come to the last question of the interview. It took a while and that is because I wanted to make sure you understood all the questions. Some of them were not easy as we saw and I wanted to make sure all these questions were understood. Is there any question left unanswered? In other words, is there still something you would like to know or you would like to say before this interview is over?

[Other student] What is the research for? What are you going to do after putting everything together, with the book I mean?

[B] What am I going to do with this information? I am going to triangulate this information with other information that I get from written sources, documents, and also the interviews I had with you and the directors and all the parents and all the teachers, and with my knowledge from science of education, I'm going to answer a couple of main questions. There are two. The first question is: How are the five schools that you are attending internationalising their education? And why are they doing that the way they are doing it? There are a few theories about that, two main theories, which I try to test and see what is happening. With this information I hope to have a piece of the puzzle - a good piece of the puzzle - to complete it. It is never fully completed, as any scientist will say to you, but hopefully it is a big piece that helps to make the puzzle. Thank you very much for your patience, for your attendance, for your answers and I promise that when the leaves start falling from the trees

again – now they are starting to grow, then there will be the summer holiday and I'll be writing, and after the summer holiday when the leaves start falling again I should be done. And then I'll get back to all of you and let you know where I stand, whether the book is finished or not, and what the next steps will be. I wish you every success in those six months with whatever you do and I hope to see you again.

[Students] Thank you!

### G73: Focus Group Interview teachers

Intelligent verbatim transcription

#### **Research Inquiry focus group interview**

6 March 2015

#### **Four teachers: AICS, Denise, Europaschool and Mundus**

(Two male and two female. The transcription of the interview was sent to all, including the non-participating teachers who were unable to make it for the interview, with the request to react to me by email or telephone, within three weeks, in case they felt they needed to add to the transcribed discussion.)

All right, this is going to be in Dutch. It is March 6<sup>th</sup> and we are meeting with the Esprit teachers' focus group. I'm just going to put this right here on the table so we can hear everything properly.

With me are XXX and XXX and XXX and XXX, representing four different schools: Mundus, DENISE, AICS and Europaschool. Unfortunately, the others cancelled today for various valid reasons. What it boils down to is that the teachers now know that they have been put into a specific group with a specific colour, blue, red and black, and that those colours are associated with certain questions. XXX and XXX' blue colour has two people in its group, so that's a real group. The other colours, black and red for XXX and XXX, have only one person. I just said that mutual consultation about the questions is a good thing – I think it is useful because it allows you to refine your own perspective and opinion. This is a great opportunity to do that, which is why it is a pity that the others are not here, but that's how it is. You will have about 10 minutes, at maximum, but less if you are ready earlier, to have a look at your colour's questions for the first round. We will get back to the questions in 10 minutes and discuss them together. After the first set of questions comes set two with the same procedure, and then set three.

Let's start with the first set now.

...



We don't have to wait the full 10 minutes. If you say 'I'm ready for some talking', I'm fine with that... You're okay with that too? Then let's get started with the first set of questions.

Group A, I think that was XXX? [Yes.] The first question is about the internationalisation of education – they all are, of course, and the first question is: what do you want for your school in this respect?

[XXX] What I want is for children to become aware from a broad perspective, which means across borders. Not just their own culturally determined perspective, for instance, or their personal perspective, but that they are also able to look at things from a different side.

[Prof] If you want to respond to that, if you have any specific clear-cut ideas about that, think it is nonsense or feel that something important is forgotten, be my guest, of course. But you don't necessarily have to. If you feel like 'Yes, that seems right to me', or if you have something to add, please feel free to do so.

[XXX] I agree.

[gent1] But you work here, at AICS, so that is pretty much self-evident, isn't it?

[XXX] Yes, it is self-evident, but that does not mean that the students and teachers actually do it. We are very much used to looking at things and acting from our own perspective so it is an effort that we have to make here as well.

[prof] The second question is what is most important in the internationalisation of education. You've already said this, haven't you?

[XXX] To me, the most important thing is that the teachers first need to learn how to do it themselves. Otherwise we will never succeed. So the teachers first need to become aware of that broad perspective and they can teach the students from there. It cannot be achieved the other way around. The entire school must be involved in that movement.

[XXX] And how do you do that with the teachers?

[XXX] Well... you can't really learn from a book so I think it is more like becoming aware, which might take years to achieve.

[gent] How can you control that, you think?

[XXX] I think it can be done very much by having teachers experience. In the first place that every person tends to look at things from one perspective, from one single cultural background, and that you must become aware of that to begin with: is that what I do? And once you are aware that you are doing that, you can start practising ... That's why I say that... Yes, it is a process that you have to work on with the teachers, by means of exercises or awareness lectures, it doesn't matter how. But that is a process that you all have to go through together.

[prof] What drives you? What moves you with regard to the internationalisation of education?

[XXX] What moves me is that very often, I see that, in the first place, students are very much bored in school and really wait until it's over. And in the second place, that schools very frequently operate in a very small world: there is school and there is the outside world. That is a huge difference, gigantic.

The outside is very different from inside the school. And my drive is that that education should be different. That the world inside and the world outside, that they start to exchange, but also that education is useful to students. That it really gives them practical tools instead of just making them learn things from books that they forget afterwards. It really has to bring them something they can use for the rest of their lives.

[Prof] And what does that look like? A successfully internationalised school?

[XXX] That's a very difficult question. But I think that the best measure would be to see whether children are happy, whether they are joyful, energetic in school, motivated – perhaps energetic is even better, that they are not moping about on their chairs and in their benches. That they are actively working. This is how best to measure success, I think. Not by looking at grades and that kind of thing, that doesn't tell you very much. It's more like: what do these children look like? How are they doing? Something like that. That's how I would measure it.

[Prof] I see that XXX is looking very thoughtful ...

[XXX] That is beautiful... In the end, however, you will be measured by those grades, or they will be measured by those grades and their school too, of course.

[XXX] Yes. But then the truth is, when a child functions well and feels good, he will also perform better, within his own abilities of course. So in the end those grades will work out as well. It sounds very idealistic but it is true that a student who feels better also performs better.

[XXX] Absolutely. But in the end – and it will only get worse I'm afraid – you will still be judged by those grades and measurable...

[XXX] Yes. It's awful.

[Prof] That brings us to the next topic, what your highest ambition in this is in relation to the internationalisation of education. Can I summarise that you are saying: the first thing is feeling at home, getting energy, as well as high results or good results?

[XXX] Yes. Because I think that goes hand in hand. And I should add, not high results but results according to the abilities of the child, within his own possibilities, but I think that the highest that is achievable will then be achieved for that child.

[Prof] And that also answers your last question, which is what is your hope for the process of internationalisation. Is that the same as what you just said about ambition, the highest ambition you have?

[XXX] Yes, I think internationalisation will help... that it really makes the difference with a national curriculum, I'll just put it like this, because you have to reach across those borders. I think it is part and parcel, that that is the future of education if we still want to make something of it.

[Prof] And to go across borders... literally?

[XXX] Yes, literally the border of the school, but also the borders of your culture and those of your country, to put it that way.

[Prof] So let's move to group B. XXX and XXX, I think. Well, it is about the internationalisation of education again... A difficult category, I think. But what do you assume, or what do you believe about yourself as part of that process?

[XXX] Right, what do I assume about myself. So what you're actually asking is what I think I am good at, or what I am bad at?

[Prof] Or how you contribute, what you contribute ...

[XXX] I think... I hope I am a teacher like the one you just described, so one who does that with the students and looks across borders. Let's start with that ...

[XXX] During the interview you did with me, I already found that a very difficult concept, internationalisation, but I am happy with everything XXX just said so I can use that as a starting point and that perspective – different perspectives of teachers, of students. If I look at myself (and I don't want to look cool or anything), but I feel that I have learned that, through the years, and I think that I do that. And that I also try to have the students do that, look from different perspectives. Particularly in history, which I teach, this is an objective in and of itself. About the world inside and outside being separate to that extent... I have always made a big effort to mix that and make it come together, for instance through assignments the students have to complete outside school. And also bringing things from outside inside, like working with the Metro newspaper. Well, I can go on about that. So that is, when I look at myself, that I think...

[Prof] That is where you are important? [Yes, or at least I try to be.] And then the next question is: how important are others in this? Think of students, the parents, managers, others that participate in this?

[S] What I just realise is that what we as a school want, as DENISE but also as AICS here, is fairly contradictory since we want to internationalise. We all have a very international population in school as well. But actually our main task is to teach them the Dutch language and the Dutch way of doing things, as it were. In fact this should be highly contradictory because 'we do mean to respect everything, but this is how we do things here'. And yes, that sometimes collides, that a teacher doesn't really know for sure if it's appropriate to say: 'Right, but you aren't really allowed to think that here in the Netherlands'. Things like that, how do deal with that – that is complicated for me as well. This mainly happens in political discussions and things like that.

[P] We will get to that shortly. The political climate, that's the next question. I'm curious about how you assess your own importance as a teacher compared to other factors, such as the political climate or the student population you mentioned, or... well, take your pick... Are you, as teachers, very important in that sense? Or how important do you think you are?

[K] In what sense?

[P] In achieving the internationalisation of education, in other words what has said: crossing borders, reducing the boundaries between school and the outside world, what was said before. Or other borders between your own culture and that of others. Are you more than 50% important in that sense – just by way of example – or are you perhaps less important than other factors of which you are thinking?

[V] A spider in a web, I think.

[K] I think that we, as teachers, are very important, particularly with respect to the students, yes. In my role as a teacher for newcomers, one is a very important person in showing those students their way around Dutch society. And then, saying 'you are not allowed to think that', I would never say that but if people or students present ideas that make you think: 'Well, that doesn't make me very happy', then I will certainly discuss that by asking, 'Why do you think that?' So that is really interesting to me.

[P] And the political climate, it does come down to that. So the people who are in charge in the Netherlands. Political people, parliament... public opinion. How important is that to the internationalisation of education?

[S] It so happens we did an entry point about the UN and things like that and all that they do. At the beginning of the day they were all saying 'Why are we doing this', and 'This has nothing to do with us, it's all over there', even though they come from war-torn regions themselves. They don't get that at all, they don't see that this has an impact on their lives. But at the end of the day they did, after they had worked with the subject they did. I think this is how it goes with most things. You need to make it tangible for them, so you have to take them to witness court proceedings for a boy who stole a telephone, so they can see how it actually happens...

You also mean the political climate within the school?

[P] Yes, that is possible as well. So the manager or managers in your school, the extent to which they are important to the process of internationalisation in your school as we have begun to map it at this point. So what Kees is saying is: as a teacher, I am very close to the students. So you influence them. So my question about public opinion is: how important is that really? The newspapers, the politicians, the people with authority. Managers, too. But as a teacher you are also an authority, of course. How do you see that? Do you think that as a teacher, you are the most important factor? Or are you as a teacher maybe also fairly limited in your ambitions, or controlled perhaps?

[K] What XXX just said about the students, that they have to be happy and joyful and that you have to be able to see that, but at the same time what I then said about being judged on the basis of measurable results. On the other hand, I went to a debate, or a meeting actually, yesterday, that was about radicalisation. This was for people in education. It was organised by the city of Amsterdam. At such times, they say very clearly: the teacher, the educational institute, you are very important. You need to detect this, you need to talk to these students, and so on.' Well, okay, but if on the other hand you are always being judged on the basis of exam results... They do always say it, it's all down to education, you are important, but...

[S] It's the same thing as that study, last month, that showed that so many teachers did nothing with Charlie Hebdo in class...

[K] Yes, that was partly due to fear...

[S] Out of fear or because it is not on the curriculum, or simply because it is something we do not talk about.

[P] If we can move on to the next points. It's a bit of a list here for group B. The importance of the culture, that is rather broad. The way in which things are done and decided, so not so much who are the authority but the culture and the importance of a history, of how things were done in the past in school, for instance. Did you reflect on that? How you feel about that, the importance of it?

[K] Culture – do you mean the students' background as well, for instance?

[P] No, more how things are done in school. This may be difficult to grasp. The way in which things are done, or are not done...

[K] My school has a fairly open culture. A lot is left up to the teachers to decide on, which is something I really like to do. I decide what I do in most of my own lessons – it's not imposed from above, and I really pleased with that. That also allows me to do what I want to do.

[S] I agree with that, yes, There is never anyone who says: what are you doing, really?

[K] Although sometimes that is a bit of a pity, too, I think. [laughter]

[S] Yes, but it does give you that extra space to really talk with the students, particularly because I teach a language. When I talk to students, I'm teaching English. And the culture... Yes, we are also a new school so we don't really have that yet, a culture, we are still searching for the way in which we do things and what the DENISE way to do things is, really. And the students also play a big part in that, as well. The student council is really active and it organises all kinds of things. So in fact they're involved in it, too, making the culture, because they thought it was too boring at the start of the year, that not enough was being done. And they also see that there are so many international students in this school that they start doing something with that. One of the very first things they did was collecting every single school photo and putting them on a big map of the world. So when a new student comes in, they look at it: oh look, they are from my country as well. That kind of thing to welcome new people. This was their first action. So the students also participate. They, too, eventually help to shape the culture.

[P] And are you helped – or exactly the contrary – by the weight of the past, or rather something good from the past in relation to the internationalisation of education? Or the building itself, the physical environment? Other things?

[K] For us the physical environment – the building is old rubbish – it wasn't really thought through at the time... It is not even that old but we are planning conversion works. I also attended a meeting where you could contribute to the discussion about what that conversion is going to look like. I think that plays an important part, that the children have the opportunity to meet each other and mingle. We do have a fitness room now that they can use. These are things that may help them to come out of their own group and meet each other.

[P] We skipped the part of history, or a bad or good impact from the past. Can you say something about that? Yes, you can, it's anonymous [laughter]. In relation to the internationalisation of education, naturally.

[S] I don't really have a clear image of that, to be honest.

[K] Me neither.

[P] Well, then we don't have to spend any time on that.

And the last one, which is a very complex one: when you think about how you think about internationalisation, what makes you think that way? It is a meta-question, really. So you think about internationalisation in a certain way, and why is it that you think about it the way you do? As XXX explained at the beginning of this session: this is how I think about it. If I were to ask XXX, she would probably be able to explain it: this is because of a certain experience I have in education, or something like that... What is this like for you, when you reflect on internationalisation? I noticed that you tend to agree with what Veronica said, so if you ask the same question: why is it that I agree with that so much, what can you say about that?

[K] I think that for me it is about the work that I do. It's an interaction really. I came to this school 23 years ago and I felt at home straight away, so that made me look into all kinds of things. Because I enjoyed it, and that's still the case.

[P] Does that apply to you as well, XXX?

[S] Yes, it does. I also think that my interest in international schools started because I went to an international school myself, in Hong Kong, and this was a school where I was often the only white person in my class surrounded by Chinese. So I experienced what it is like to be an outsider. There were many American children and such but my friends were all Chinese, they were who I hung out with. That was a funny realisation for me. 'That American culture is much closer to me, really, but still it doesn't mean much to me.' So that is when I started to get interested in why this was...

[P] Over to XXX with his extensive list of excellent questions...

[XXX] I mainly looked at this from the perspective of my own discipline. I teach physical education in primary school and my main strength is mainly that I can help foreign children, who haven't learned Dutch yet, to understand what they have to do, by giving them an example and by doing it myself or letting them experience it. And then they already get it and they can participate with the group. So I really think that is my greatest strength. Particularly with an eye to the discipline and... What do you mean by 'What is working between you?'

[P] What is it that makes you successful, you think? If you can say something else about that, or if there are other factors perhaps...

[M] What they do with international children in our school, is they put them in an international class where they mainly learn Dutch in the morning, and in the afternoon they have their own group of three or four children and do the rest of their classes. So when they have physical education, which may also be in the morning by the way, they always do this with their own group. So they are not

entirely part of the group, only in my classes. So it is a great thing to see how easily they then fit in, especially because of the discipline.

[V] That is a great method!

[P] I think we can move on to the next set of questions. Shall we take five minutes to look at the questions? ...

XXX has the biggest bunch...

[...]

[V] I'm really pondering what you mean in question 20 'and other information that you might not be considering'... ummm...

[S] Yes, you don't know that because you don't think about it.

[V] Yes, that is what it is for me... I am asked to think about something that I don't think about. [laughter] ... but I don't mind doing that, you know. [reads out question, not very intelligible]

[P] For instance how AICS feels about internationalisation, that you might think about an alternative to AICS, or a British School. Or how people in Dutch schools might think about it, something you wouldn't think about normally or that you think: well, I think this is how they think about it but I don't ever think about that, actually.

[V] Yes, this actually links up with question 23, because I do recognise that. Sometimes people actually ask, 'huh?' So that means they don't learn any 'real knowledge', this on side, and on the other, of course, 'That's elitist. Such an elitist school'. And this is all the more true for a private international school for which you pay so much money, naturally. And of course it is totally a little true. If you have money, you can afford this school. And that means that many children can't come, who also want to be happy and motivated. So that's simply true.

[S] This is the difficult thing for many students who are in our school, who would love to get an IB diploma here but they simply cannot afford it.

[V] This is totally wrong, of course, it really makes no sense at all. So in that sense question 20 is something I just, well, ignore a little, but it is an objection that I really think is justified. In that sense it is great that DENISE was founded but it is still wrong because that makes DENISE a place for people who can't afford it. And then it makes no sense at all!

[P] So you actually combined questions 20 and 23. Just for the translator's sake because she might lose track here otherwise, although I think there is a fairly clear line in this discussion. I propose you continue with your question so that we can bring the other groups back in. Perhaps you could say something about questions 21 and 22.

[V] About 21, 'your blind spots'. I think this is difficult for me because I have been working here for so long now that I don't really remember how things are in regular education. So I may already be so used to international education that I've forgotten how it is. In that sense I think this is a blind spot because perhaps it doesn't allow me to assess correctly what is good about national education. It might well be that I've forgotten that to some extent.

[P] Perhaps this is an interesting point to ask the others, whether there are clear advantages to more national schools, in which you are teaching, that Veronica might have forgotten about.

[The others state that they are not really in a regular school either]

[K] So I may also have such a blind spot, only different.

[V] But yes, the point about that real knowledge, which as far as I can remember you get in a national curriculum, just the knowledge, the textbooks, that's where it is and you need to learn that by heart and then you'll get a good grade... That is really not the education that we are offering here. Perhaps that is good in some ways, too, you do need to get that knowledge too...

[K] But I think regular education is not about 'this is the book and this is what you have to learn' anymore either?

[S] You see, that is where I may already be lagging behind with a blind spot. Perhaps I think this is still the way it is. And I think there is no such thing as 'regular' education, schools in the Netherlands are so different, in terms of level and digitisation, and also in terms of internationalisation.

[V] So it might very well be that things have come farther along than we think. And that we are turning internationalisation into yet another separate culture, the international education, and that we are once again doing that which we... which is not what we are about.

And then question 22: sources of information you are ignoring. I don't believe that I ignore them so much. Do I? Esprit policy. Yes... I don't really understand that question completely.

[P] What you just said about the experiences of other schools, that you hardly have the opportunity to learn about those. Could the same be true for certain textbooks? Or perhaps you read things from other schools or disciplines... Or meetings with teachers from Esprit schools or other schools beyond Esprit, that may be contributing those things. It might also be closer to home. Policy made by Esprit that makes you think: yes, whatever. Now that I think about it, I don't really ever read policy documents. I just do my thing.

[V] As it happens we had the same thing about IB yesterday as well, didn't we? Beyond IB... You adhere to the regulations, as it were, but at a certain time you reach a point in your teaching where you think: well, I'm just going to take it to the next level even though it is not in our instructions. On the one hand that may not really be how it's supposed to be done, while on the other you just need to move forward sometimes. So sometimes ignoring the rules is what you do. Fortunately, also for the inspectorate or whatever. A little, when it's possible.

[P] I propose we now first go to the last questions, 24 through 27, XXX and XXX, and that we conclude this round, traditionally, with XXX, the closer. The last questions are about: what you do, does that take you closer to what you want from the internationalisation of education?

[S] Well... never enough. I would always like to do more, of course. I would love to learn Spanish so I can get more in touch with the Spanish students. We do see that they are always this kind of little group, they stay together. This is one example. I don't really know what other things I might mention, like okay this is what I do and this helps me be an international teacher. I should do that more often. I



think that a very big part of this is that I am just myself in the classroom and that that is the most important thing for those students.

[P] That is a fine answer, I believe. Nothing to add to that? XXX?

[K] I feel that what I do is also what I really want to do, and what I want also changes all the time. So you keep discovering new things all the time and I like it that way.

[P] And if you keep doing that, will you get closer or further away from those you want to be close to? That is a big question, isn't it. Very briefly, if you continue doing what you are describing now, how does that influence your relationship with the people with whom you like to belong and with whom you want to be? And what people are those? Other teachers? Are they the students, in particular, or the parents or the management?

[S] Well... if we go back to me being myself, then I hope that the students and parents appreciate me the way I am now. I'm not going to act differently for the teachers or to keep them with me.

[P] So it is a nice extra if they become closer to you?

[S] Yes.

[P] Let's move on to the next question. What would you like to do differently?

[S] To talk to the students even more, really. Yesterday night I had a parent meeting night and one of the student's parents couldn't come, but the student had come herself. And I had the most fantastic discussion with that child. I would like to do more of that in class. You know, schedule it: now we're going to spend five minutes talking about how you learn. Or just about what you want to do when you grow up. I would like to do more of that, yes.

[P] What should you stop doing? This is the last question. A sobering and short one.

[S] Well... I don't know.

[P] If you turned it around, this question, you would have to

[S] stop teaching.

[P] Or stop talking too much and broadcasting a lot, and listen more, perhaps. If I've understood you correctly and I turn it around.

[S] I don't really broadcast that much, I think. I'm not one of those teachers who talks the entire lesson. I want students to be working primarily.

[P] It's a bit of a soul-searching one, this question. 'What should I stop doing?' I'm also looking at XXX and XXX, to see if they know something.

[V] I'm really pondering this one, too. What should I stop doing?

[M] Testing, mainly, I think. Constantly making those children do tests. I don't really have much to do with that but what I experience is that, particularly in groups 1 and 2, they really have to comply with

a CITO [standardised test for Dutch primary schools, BP] standard and that kind of thing. In primary school. That's just too bizarre.

[V] On the other hand, if you don't test them, students often tend to sag in their performance. Somehow, unfortunately, it is true that they want their performance to be measured. We tried this in the beginning, not making them do tests, but then some students really just do nothing at all. But I think you also really have to stop with – I'm talking to myself now – your attention is often so divided in school, with everything you need to do, you should stop doing that. To really focus on teaching those classes. I think that that is something where we could do better.

[P] Great. This is also something like what you said, XXX, about listening to the children and taking time to have a talk.

The last questions for XXX. Questions 16, 17, 18.

[M] Whether I'm reasonable? Well I'm very reasonable.

[P] Yes, this question doesn't ask whether you are reasonable but whether what you are doing with internationalisation, the international dimension, whether that is reasonable. Perhaps it's not good, perhaps it's not bad, but it may be reasonable. Or perhaps it *is* good or bad.

[M] I think fairly reasonable but I can't really give you a concrete example. It's more or less the same as the previous questions because of my discipline, of course. I very much believe that children should be themselves, and that they should discover what they like and what they really want to do. Particularly when it comes to physical exercise because you will be doing that your entire life. Those are the first two questions, I think.

[P] And question 18?

[M] Indicators... yes, they can be there but I'm unable to give you any examples.

[S] It comes back to that first thing we discussed, that children should be walking through the school happily.

[P] And if I remember correctly, also being able to work and see across those boundaries. Is that what you mean, XXX?

[M] No, but I didn't mean anything so I'm good with that. [laughter] I can't really imagine it at all. It's fine with me.

[P] So every school is automatically an international school, that's what you are actually saying.

[M] If your indicator is whether they are happy, yes. I link it with something measurable, you know, how will you measure that? And of course you can't really measure that. Sometimes a person is upbeat without any facial expression and also the other way around, of course.

[P] Ok, that is a clear answer. So on to the last question: what would a successful international school be like? What does that look like when you put yourself in another person's shoes? Another teacher or principal or parent or student ...

[M] You have to go through these points one by one because everyone has different interests. For students it is mainly that they are able to have fun while learning. For teachers that they can enjoy dealing with the students and have a varied job. For parents that the children come home happy and with lots of knowledge. For policymakers, I don't really have an idea, I don't have much to do with policymakers. And for the business that they get to work quickly after their school career.

[P] Anyone else? That was a pretty tight run-through. [laughter] If nobody has anything to add, let's move on to the next set of questions.

[49:43] The last set. Take a few minutes to consider the questions ...

[52:36] Yes? Let's start from top to bottom. We'll begin with XXX and XXX with question 28. Is there something new you would like that would make the internationalisation of education lead to more satisfaction?

[K] No, not really. I've noticed that through the years, things have always come across my path and eventually you make your own choices in that, but I don't think: I still want to do this or that. I'm still working on too many things that I haven't completed yet.

[S] The only thing I can think of right now is that all of the decisions that were made in the past six months in our school didn't come from the students themselves. So the students enrol in our school and go through the language class and then to another class. But this should really happen according to the students' language skill level. That's is how it should be but it doesn't happen that way because those students go to a different class because we have another new class starting or because the class is too crowded or because we have a new schedule. All of the changes with classes and student levels – it's really had nothing to do with the students themselves in recent months. That includes their language development and how they feel in class. I was the counsellor for a class with students aged 11 through 18, not really practical. This isn't specifically about internationalisation, but if this isn't well, you can't get to work on the rest either.

[P] That also touches on other areas of your school.

[S] And in truth we just need more students so that we can create two different streams for students who want an international or English diploma and students who will continue to live in the Netherlands and want a Dutch diploma. We have many students who don't want to stay in the Netherlands. Why should they learn that much Dutch? They might as well do their entire curriculum in English. But we just don't have the teachers and the space and the numbers for that. It's difficult.

[P] The next question is: does it help to imagine being someone else? So putting yourself in the shoes of a student or manager or parent? That's not really the question. The question is: does it help you to reshape who you want to become? In other words, does it help you imagine in what direction it should all go?

I can basically already hear you say no, I think, XXX, because you are saying: there is such wealth in what I do, it will take me some time to finish up with that. The question is actually: does it help, to imagine that...

[S] Yes, what I described just now, this is our picture of the future. That is what we want to work towards.

[P] So that helps.

[S] Yes, it definitely helps. Only we just don't have the resources at this point.

[P] So this is actually a clarification of what you just said.

What kind of opportunities do you have jointly as a school? Jointly as DENISE, jointly as Mundus – if you want to say something about that, please feel free. Where are the opportunities?

[K] At this point, with regard to Mundus, I have a very strong feeling that we are not doing so well. At least, there is a crisis going on in our school and that's visible in everyone and everything. And I'm worried about that, not least for the school's future.

[P] So you are talking in terms of crisis instead of opportunities.

[K] Well... what will happen with the opportunities; will the opportunities continue to exist? For students, for teachers... It is unclear at this time.

[P] It is of course very difficult to say at this moment because it is all rather black. It is difficult to see through that.

[K] Yes.

[P] This is not the case for DENISE, is it?

[S] The contrary! Everything is still open. I think we often don't realise what opportunities we have and where we are going. We still have to work it all out.

[P] So there are many opportunities. And very briefly, for AICS and Europaschool? How do you see this?

[M] We are a growing school, with a few new groups added every year.

[P] And that provides opportunities for an international profile?

[M] Yes, I think so. But I'm not that deep into it so I don't know about all of that.

[V] AICS is starting to consolidate everything, stabilise it, and that makes me a little nervous. You know, are we going to stop now or will we be a school that continues to run as AICS has been running

for years. That's very interesting to me. And I'm also a little scared. The business as usual school that you can become after 10 years or as crazy pioneers. But that is already starting because we are nearly full up and done, aren't we?

[P] You are never done...

[V] But that growth, when that stops... It has to, we have to stop but it is also a risk.

[S] But why would you want to be a big school?

[V] We are used to keeping growing all the time. At one point that just stops. I remember at the Berlage, where I started with 700 students. And when I left there it was 1300, in 6 years. We liked 700 a lot better. I remember that 600 was really the maximum we were going to accept. We just kept amending that limit.

[P] The last question, which also provides a nice bridge to being successful, and being big in this case, with lots of students. Is there another way to measure success? So that's that measurement question once again, XXX. [S: Testing!]

If you are big, then you are obviously popular. XXX already said it; the same happened to the Berlage one might say. This is a way to say, at the cocktail table, 'We are doing well'. Because one of the first questions tends to be: how many students do you have?

[K] I think it is not so much whether you are big but whether you are growing; this is often the question. It's the same for political parties, at the elections, they always look: they have grown and so they should govern, even though it is not necessarily the biggest party. So growth is often seen as successful.

[P] So if you look at the process of internationalisation, is there a way to talk at the cocktail table, or any table, about how successful you are in that process? Sometimes people talk of 65 nationalities, that's another example. So is that it? Or are there more ways to talk about this?

[S] The number of people who are ill? If a great deal of teachers call in sick, that is usually a sign of things not going well. That it is too much for teachers, that the basics have not been taken care of.

[V] Success is also completely relative. We all know examples of schools that are doing great and, at one point, they do less well for a while. You can see this in Amsterdam, too, and everywhere by the way. Schools also have their curves.

[P] And the question is: what is that curve, what is on the axes? What is on the Y and X axes?

[V] And what does successful mean to you? It doesn't say that much, after all. A growing school can also explode, go down due to its own growth because you accept just everyone.

[S] I am curious about what Imperium? will do, for instance.

[V] I also remember a school where I used to work that was also growing. We wanted to grow so badly that we accepted everyone. Every student, it didn't matter who. This is what killed us. You are unable to offer something but you pretend you can. That is a huge mistake.

[K] I think this is one of the mistakes the Mundus made.

[V] Yes, I think so. You are blowing yourself up when you do this.

[P] If you turn this around, how would you have to do better to become that successful, diversified, international school? Does that mean you have to select a certain kind of student?

[K] Or you have to safeguard your successes.

[V] And control them, too. Make sure you remain in charge and don't blindly trust that if you become bigger, it is good. This success you believe you can measure in terms of growth, you need to look very closely whether that is true.

[P] But we cannot come up with such other indicators together, except growth or student numbers.

[S] Grades, how many students go on to study after doing their exams. How many students find a job. That kind of thing.

[K] Still, these things are difficult to monitor though.

[V] I'm pondering what you just said about absenteeism through illness, XXX. That is a really good point. Are people happy to work at this school?

[P] XXX also said it before: happy teachers with varied jobs who go home whistling at the end of the day. Right?

[V] And energised, too, not exhausted or broken but energised.

[P] That takes us to the next group. The second block, that's XXX.

Questions about assumptions and what you believe. Also your own ideas about internationalisation that may have to change.

[M] I believe mine still need to be shaped to a large extent. I think they will change yet. I don't really have a set idea of internationalisation and what its place should be in our school. Just the image of what we have now, you know.

[P] New ideas that you may want to adopt or copy?

[M] Yes, I'd really like to look around here one day, particularly the classes. And then see what I can use myself. To date I haven't managed yet but I hope I will be able to do this in the near future.

[P] Do you have any ideas of what you might find?

[M] I do have an idea but...

[P] About what you might like?

[M] Yes, maybe I do.

[P] For instance that the classes are all taught in English? Do you think you might like that?

[M] That would work for me because I have groups in which 20 to 30% of the children only speak English. Particularly English children need more time to learn Dutch than children from Spain or another language.

[K] The reason often is that people keep talking to them in English. So you shouldn't be one of them.

[M] As a teacher you do this more quickly, particularly if you teach English [Dutch]. In that case it is not my task to teach the students Dutch but rather to make sure he understands the task at hand at any specific moment.

[K] Today I happened to look in on a colleague's class for a specific study course. He teaches math to an ISK [migrant students', BP] group. Half of his lesson was in English. And I thought: I believe we reached a completely different agreement on this. All teachers are language teachers, and there is this idea of immersing them in Dutch. So we didn't make that choice in favour of an international education in terms of the English language.

[P] So you say: in Dutch and that's it.

[K] That is what we agreed on. Or we need to review our agreement, but...

[P] Not this kind of under the radar stuff.

[V] We want to offer physical education in Dutch; this is our choice. In primary, right? Not secondary, but... Specifically to immerse the children.

[M] And children who have just arrived from England, for instance?

[V] I don't know anything else... I just heard that and thought it was interesting. I get what's behind it, as well, but I don't know how it works in practice.

[P] The next question, XXX, is about the information you would need to know a little more about internationalisation, to make a better informed decision. Do you have an idea about where you could get that? You mentioned us, for instance, a partner school.

[M] Purely from other schools I think, that allows you to compare. You can see what works well, what is less successful and you try to link this to your own classroom – gym hall.

[P] So you've actually already answered the next question, where to get it. What you need, you are already working on that because you are starting up a collaboration.

The last question: who knows best about internationalisation? How can you get closer to this knowing?

[M] Boris, I think, he'll know more in six months. [laughter]

[V] That's the only possible answer!

[P] That brings us to the last two questions, which are XXX's.

[V] I'll keep it short. I thought this was a very important question: what do you need to do? I think that what we need to do is to keep teaching. Keep teaching, keep teaching, because you can lose it just like that. You have an idea, a picture, and then it is totally different when you are standing in front of that class. Truly.

[K] How do you mean that?

[V] Particularly if you start to think about it a lot, for instance due to the task you have in school, you easily lose touch with the essence.

[K] So it's not just the teachers who teach but also those in charge.

[V] Yes. Yes, absolutely.

[K] I recently advocated this view in our Management Board but... No, they thought that was a very weird idea.

[V] Because it is so easy to have all these judgements about education, your aspirations and your ideas... and it is always different in front of that class. [laughter] Particularly in these tasks, teaching is the first thing to... when you are busy, it becomes the last priority. Very dangerous because it gets like, 'Oh right... teaching.'

[K] This was one of the arguments: it gets like, oh yeah I still have to do that, too.

[V] I see this happen a lot in reality, for every one of us. For people who have more tasks, teaching becomes the last priority. Yes, it is also what energises you but you tend to do it as a matter of course, between other more important things. That's not right. I'm really talking about myself here.

And 'what kind of thinking'. Well, Boris, I don't really get that, 'what kind of thinking'. The only thing I could think of was: well, if I *have* to think, please let it be open. Open-minded, so it doesn't degrade into that tunnel vision once again.

[P] That is an answer to the question, indeed. The question presupposes different kinds of thinking, for instance open-minded and closed-off. But you can see all kinds of thinking, thinking in an abstract or concrete way, you see?

[V] Oh, that's what you mean.

[P] You can think or not think, or think and do. Whatever you like. This question really intends to give you the opportunity to think: what does this mean to me? As XXX, as a teacher of the Dutch language. To you it primarily means staying open-minded, in terms of this question.

[V] Yes. Also because this is associated with internationalisation, once again.

[P] Perhaps others feel differently? That was my last question... and perhaps it wasn't. And that is okay, too. I would like to thank you for this long session because we were here together for 90 minutes in all. This is also more or less what I planned, so I guess that didn't go all that badly.



My very last question is: are there any things about these 90 minutes, questions about what we have done, things you would like to share? Uncertainties that you want to put on tape at this point? Please feel free. Otherwise you will receive a transcription and an English translation so you can go through it once more if you like. But if you already have things now that we have just concluded the interview, please do. Anything...?

No? Then I'd like to thank you for this interview on a Friday afternoon, with four fantastic people.

[M] Good luck, Boris!

#### G74: Focus Group Interview parents

Intelligent verbatim transcription

#### **Research Inquiry focus group interview**

13 March 2015

#### **Five parents: AICS, Berlage, Denise and Europaschool**

(Two male and three female. The transcription of the interview was sent to all, including the non-participating parents who were unable to make it for the interview, with the request to react to me by email or telephone, within three weeks, in case they felt they needed to add to the transcribed discussion.)

Just for the record, it is Friday the 13th. I'm going to put this right in the middle, not to scare you off but for the quality of the recording. It's Friday the 13<sup>th</sup> of March. I'm here with XXX, who is an AICS parent, XXX, who is also an AICS parent –

[XXX] No, not anymore. We moved out last month. We're still Esprit but we are at the Europaschool now.

[Boris] All right. XXX, are you still an AICS parent?

[XXX] Yeah yeah yeah. [laughter] A few more months.

[Boris] XXX, a parent at Europaschool, and XXX, who is a parent of a child at the DENISE school.

[XXX] DENISE school and the Berlage...

[Boris] As a matter of fact we have all the schools represented except for the MUNDUS school, because both dads couldn't make it today. Welcome, as I said, the procedure has been explained so we are going to take some time now to read through the first set of questions. Just give me a nod or let me know when you are ready to answer and then we'll go over the answers.

Are you fine with the window open, or shall I close it? [It's fine]. If it gets too cold, then let me know.

[XXX] Reading all these six questions, it is very difficult to answer to the six questions. Because for me it is only one question, only one answer... to all of them. What do I want in the international education of our school [... incomprehensible, XXX also talking] ... both languages and with no discrimination.

[XXX] English and... [XXX: Dutch] and Dutch for you.

[XXX] What is important is the openness of the... [XXX: and French?] But I knew that was not possible. Ideally, I would have preferred to have the three combined, but it doesn't work in Amsterdam. Maybe somewhere else, I don't know but that's...

[XXX] The Europaschool...

[XXX] The Europaschool... XXX would have done Dutch and French because her Dutch isn't strong enough. She's going to be doing Dutch and then English. Once her Dutch is good enough, then she'll be doing either Spanish or French and we've picked French.

[XXX] Right, okay. Because for my other kid in the Berlaageschool, next year he will be in the fifth class and then he has to choose another language. And then we said: No, we don't want him to do German anymore, because he had it also, and French also he is the best in his class. So then what is the other language, just to focus again, Dutch and English.

[M] Because my children always had French, in the IB system, like for ten, twelve years, but never lived in a country where they spoke French, and it doesn't make sense. You know they have a sort of basic French but I think your children learning Dutch in a Dutch country, then it will be strong and good and... [XXX: Yeah, that's great.] So I think it is better to focus on Dutch and English, or a strong English and a strong Dutch than have French and also... It's okay but it's...

[XXX] There are other parents who said: No no no, but they have to try Spanish and...

[XXX] I think that will be your problem, also, because our son, whose parents are German and English... He started English at the Europaschool but that was also our idea, that he gets some more culture. But then that didn't work out because he speaks it too well for that class. So here you have these different levels of Dutch and ...

[M] But his English is too well or his Dutch? ...

[XXX] His English...

[XXX] And what about the Dutch?

[XXX] That also. He was born here, he went to class [... incomprehensible, people talking at the same time] They do have bilingual...

[B] It's clear when I listen to you that language is an important part of internationalisation.

[agreement]

[XXX] It's not *just* the language, though... Internationalisation is not about learning French or German or Spanish. It's like XXX goes... Her best friend was Turkish, she sits next to the Indian kid, she sees people eating samosas and sushi... It's the fact that the world is bigger than England and Germany and France. It's the whole thing. The fact that she was a minority in this school is what we loved. The thing we didn't enjoy was that there was no sharing of food. She only ate cheese sandwiches. Her friends and colleagues were eating samosas and sushi and she wasn't allowed to share or try because of possible nut allergies, or possible risks of...

[F] Yeah, that's ridiculous...

[And] And then to celebrate Divali, to celebrate any other events... That idea of internationalisation. The languages she'll pick up, if she picks up languages, that's just to open her mind...

[B] I'm going to XXX now. What XXX is saying – because this is your question – is this what you want as well, out of internationalisation of education?

[XXX] Yes, but as I told you already before, I would not have accepted my kids to be in a school where most of the people would be Chinese people or... a country I'm against. So it's international without a focus on a country with which I don't agree. That's a difference.

[And] China in particular or just any one focus country?

[XXX] I know someone who is not in Amsterdam who is in a school where 30% of the class are Chinese people.

[M] So you think that is not mixed enough?

[XXX] For me that is not at all mixed. And let's say if the people are open and out of China for their own reason, it's okay. But if they are there just because they are expatriate and go back, I'm 100% against that. And 30%, I would not accept that. So a mixture of all the languages and all the countries, yes.

[And] I can see that school being attractive for some people because if you are Chinese and you're only here for a one or two year stint, you don't want an international education. You want to have as much Chinese as possible because when you go back to your own country, there isn't a gap in education. Whereas for me, I don't know where I'm going to be in ten years, so I want as much culture as possible. [agreement from the others]

[B] So this diversity is the most important thing for an international school, you think.

[M] So you then prefer the Dutch... because you're with a big group of Dutch... mixed.

[XXX] Let's say the school of my youngest son. I think in his class there are twelve children and only two, including my son, are Dutch. The others are from somewhere else. For me that's very good.

[B] What makes this mix, this diversity so important? What drives you to have that mix?

[XXX] I had a chance to have my kid there. I think it's more open. To be honest, in this class of my youngest son, in the beginning they had twelve children starting from 4<sup>th</sup> class until the 8<sup>th</sup> class. So let's see... there was a lady for the 8<sup>th</sup> class and my son was in the 7<sup>th</sup> class himself and two American

girls. Now that is changed because the whole school, like I said... It's a school which started in August so it's still very new.

[M] That's why the groups are so new.

[XXX] Yes. After February my son moved to the 1st floor and his class has five people. The lady of number 8 now has three, the lady plus two other new persons, and my kid is now with four other newcomers in the 7<sup>th</sup> class.

[F] What is that school called?

[XXX] It is DENISE school. DENISE is De Nieuwe Internationale School Esprit.

[B] And what does it look like? A successful internationalised school? Is it small groups with a real mixture of kids?

[XXX] For me it is the mixture which is important.

[M] Why is it so important for you, the mixture?

[XXX] Because I think it would not have been very good for me if it would have been 30% of one country where the people... and also not 100% focus on expatriate. Because with expatriates, the problem is my kids make friends and then in one year the parents go away. No problem of course to have expatriates but that's not optimal.

[B] So if you look at that successful internationalised school of your dreams, what is the highest ambition you have for that school or your children at that school?

[XXX] Open mind of all the people and trying to make friends wherever you come from. And learn, of course.

[B] And friends not just for one year but for life or...

[XXX] Yes, long term.

[B] And this is your hope for all the schools, within Esprit for example.

[Anne] Other schools I don't know but for the school of my kids. [agreement from others]

[B] Shall we go to round 1, group B? To the blue group, XXX and XXX. Your assumptions or beliefs regarding yourselves in the process of internationalisation of education? What do you assume about your role or your importance as parents?

[M] In this school for me, you mean? My role... I think my role is done now. [laughter]

[XXX] Yeah now that your daughters are eighteen but...

[M] But my role always was to... I think it is important if you are in an international community with your children, and your children are there, your role is to be strong in your mother tongue and culture. Because now I see after seventeen years coming back here, it is important that they have a mother tongue and they have a Dutch culture. And they never felt it because they came here when

they were seventeen and eighteen but now they feel like, okay I feel like home here. So that was my role, to be strong wherever we were, to keep the mother tongue and for me that was Dutch.

[XXX] But isn't the question more: What is your role at school? I don't know, it's both isn't it?

[B] Internationalisation of education is the topic, and basically what you're saying is that it's rather minimal.

[M] Yeah, it's rather minimal for me, but maybe not for her. My role in helping was always a big role but I don't know if...

[B] Yes, making education more international, that's up to the school.

[M] Yes.

[B] And you feel the same, XXX?

[F] Yes, I also try that, also because there is no German school, for my son I try to pass on my culture and language. At school I also tried, I was like [incomprehensible, XXX also speaking]. There are lots of mixed couples but I also notice, they just stick together, especially the English. I'm really open but I also speak three languages but that doesn't... I try that but it doesn't really work out and it's actually the parents also. You have the Polish stick together, there are hardly any Germans so they can't stick together... So I don't know, I tried and then I kind of... gave up. Now I'm four years at that school and I think that's a shame. Sadly we also have only one child so the need is a bit stronger, to mingle, but I don't know how really. I have the idea that other people are not so open.

[And] I think the parents' role in it is to show internationalisation. We have the summer fair and Christmas fair here, there is always the Japanese food, the Asian food, the Indian food... The hot dogs at the last summer fair were pretty crap so the American food was not good at all.

[XXX] They do that here.

[And] Yeah they do that here, the parents do that so the parents bring their culture to the school. Most teachers here at this school are either Dutch or expats being brought in, so they're professionals here. They are not there to show the world what their country is about. That's what the children do and what the parents should be doing, to bring their little bit of culture.

[XXX] They also do that at the Europaschool, like once a year, especially...

[B] But if you weigh your importance against the importance of others, say teachers or friends or directors... What do you assume or think about the importance of these other people? So not you, but...

[F] Lots of potential...

[B] Importance for the international atmosphere, or dimension, to your children's experience at an internationalised school or international school within Esprit. Is there a particular group of people that are most important? [F hesitating] To give an international dimension to your children's experience at the school.

[M] If the role of the parent is quite big to make it an international... You know when your child is young, like 6 years old, so you think it's the food and things, that is all very international, and the mixture. But when they are getting older, and you will notice it always splits up a little more in groups. So when your child gets a little older he will be closer to the English group or... But for you now, it is very important that he sees everything so the role of the parent is...

[XXX enters, is welcomed by Boris]

[B] XXX has just joined us. Glad you could make it. You've been officially appointed to the black chair, joining XXX. You're okay XXX on your own?

[XXX] Well I'm just alone... [laughter]

[B] Well, I'll just sit next to you. XXX is also a parent from the DENISE school. Welcome, and you're with Andrew.

[XXX] I think our kids are in the same class.

[B] We were answering the question about the importance of other people, apart from parents, for the international dimension of the children in their schools and we basically said that friends – you suggested, XXX, that friends become more important when the children grow older, in secondary school in particular, and that the importance of parents for the international experience becomes less.

[M] Yeah. But it is important to have a role as a parent when they are young. It's much stronger and you think it's more important than when they are getting older.

[B] I'd like to move on a little bit because there are lots of questions. What about the importance of the political climate, people in power in the municipality of Amsterdam or in the Netherlands, the Dutch government... How important are they to provide an international dimension for your kids' education?

[XXX] ... to the children or the parents?

[B] I'm asking you, as parents, yes.

[M] Whether it's important? Their role? How they look to internationalisation?

[B] Policy-makers, yes, so those in authority, in power.

[M] Maybe they can also choose to have an extra international school or [interruption from others] to have more English or diversity in... [interruption, incomprehensible]

[S] It's indirectly felt, I think, as a parent. You sort of take it for granted, if you are in a country where you know there's a difference in attitude in the public bodies that are supposed to support education

in one way or another, perhaps here in Holland there is a positive mentality. Maybe in other countries it would be less but for residents here, especially long-term residents, you start to take it for granted. You look more at the school than at the institutions. [agreement from others]

[B] Okay. And the importance of culture, which is a very vague concept, but the way things are done and decided here in the Netherlands, how important is that for internationalisation?

[F] Quite important I think. This polder system [culture of consensus-building, BP], you just see that things take a long time. It is not the director and the teachers who decide, the parents join in and sometimes they never make a decision.

[B] So you call that the polder system. It is a very Dutch term [laughter, people talking at the same time]... for the translator...

[F] Many people are involved.

[M] But for you it's a bit too much maybe?

[F] I think each of us will speak from their own experience with the schools our kids go to... On the basis of that they're busy with something...

[B] The importance of the past, the importance of history? Past decisions in the Netherlands, in Amsterdam, how things have been done in the past... Is there anything you can say about that? Is that of any importance to your child's international education? If not, then it's no or maybe somebody else can think of it?

[XXX] For my kids, they are much too young to have...

[XXX]... any kind of history.

[XXX] Yes.

[S] I mean as a parent, you probably carry over experiences that may not be the same as in the current country and so you put into perspective. Apart from that no, I think we tend to look more at the future than the past...

[M] But also, if I speak for myself, this is the first international school for me in the Netherlands. It's quite a normal international school. I can't say: Oh, but this is a typical Dutch international school. It's the IB system and that's more important for me than that's mingled with a lot of Dutch. The thing you see is that there are a lot of Dutch teachers and my daughter sees it's more like the open system. She sees more difference with the Dutch teachers than with the American or Canadian or British teachers. So it's more in the teachers than that you can say: Oh the school has a lot of Dutch cultural influences... or Turkish or Russian...

[B] So you say it's IB.

[M] Yeah, for me the IB is strong in every international school where I've been. And I'm happy that it's important here as well.

[B] What about the school building? The importance of the school building, the physical surroundings, the playground... How important is that for an international dimension?

[S] The building is always somewhat important. There is a tendency to correlate international school with big campuses, somewhat, but in city centres not so much so...

[M] I think it's important here because usually it is a big campus as you say, somewhere abroad, and I think that children who come here to an international school can see more from Amsterdam than my daughter could see from Istanbul, where it was somewhere in the middle of nowhere.

[S] Also the ISA [International School Amsterdam, an only privately funded international school, BP] where the campus is in Amstelveen but then you are in Amstelveen. [agreement from the group]

[B] Fair enough.

[incomprehensible talk from several people]

[M] I think so! That if you go to another school in Turkey or Ukraine or...

[F] Probably also has to do with security, no?

[And] International school in the centre of a city as opposed to outside, or Amstelveen.

[XXX] I think it depends on the school as well because my kids are in two different schools. The small one in a tiny school that started in August, a tiny one which is very good because then everybody knows each other but also negative because there are not a lot of friends to meet, let's say. And the other one is a huge school with very different levels. I think it is less anonymous also, the big school.

[B] Your last question has to do with your mindset. That's an even more interesting question. The morals and theories that play out in your thinking. So what you think internationalisation is and what makes you think that way. So how important is that? How your mind works with regard to international education, what your assumptions are, what your theory and definition is, of international education. How important is that? What is it?

[S] I'd say the exposure to a culture, really. Growing up with kids of all different colours and backgrounds. And of course supported by the school staff and teachers and the rest that bring up that stimulation, which will lead to expanding perspectives in the end.

[M] Yeah, I think they get a broader idea of people in the world. Now my children, who are twenty and eighteen, can see: This is typically American, this is typically British, Oh this is Indian... So that's a broader perspective. And they don't think that Amsterdam is the centre of the world. Sometimes people who only live here think that. So that's maybe an important thing in international education.

[B] You are nodding...

[And] Yeah, until I came to Amsterdam I thought London was the centre of the world. Then you realise Amsterdam is like America and...

[M] So I think that is an important aspect for your child.



[S] When I was a kid I studied abroad in Singapore, typical big campus, international school, lots of fond memories... And I think that also shaped me and it was primary school. I don't know... my perception of the differences.

[F] And I think it is also important that they know the difficulties of living abroad. Like with their parents' culture and they see other parents struggling with the language. So that they're aware of that and they don't take it for granted.

[XXX] That's also the reason we didn't put our children in a typically Dutch school. Our kids are Dutch and French but let's say that their Dutch is not 100% good and we were afraid that in a typically Dutch school they would make fun of it. 'Oh, this one doesn't speak right.' So that's our reason for choosing the openness of the international school.

[F] Where the kids and teachers are more sensitive about that.

[XXX] Yeah. That's what I feared would happen otherwise.

[B] Group C, the black boys. [talking simultaneously, laughing] We arrive at question 14, for the translator, regarding internationalisation of education in your schools. What are the strengths of internationalisation of education in your school, what is coming out strong?

[S] Picking up on what we just said: the diversity. Exposure to diversity.

[B] It doesn't have to be a long-winded answer, it can be as simple as that.

[XXX] Openness.

[B] Question 15 is: What is working between you. That's a big vague... but what is working in terms of... between yourselves as parents and what is happening at the school? Could be the same question. Is it the diversity that you see? Is it the diversity in student body, parent body? Is it the diversity in curriculum?

[M] What do you mean by working for you?

[S] What is good, I guess. What you like.

[And] What makes your clock tick?

[M] Okay, okay.

[And] What I just told you. The kids came here and they were very nice kids. The mixed cultures, it creates a respect for people wherever they come from. And what we noticed, one of the first times we came here, we came up the stairs with the kids running downstairs. And as soon as they saw us they stopped and stood by the side. I think the fact that there is such a mix of cultures, they don't only respect each other but they learn to respect other people better. Back in London, in England, it was one group, one culture, they were all the same. And I never see that kind of respect in UK schools.

[others agree]

[S] Yes, yes, very much. That is very strong in all the kids, respect for other cultures. But most of all, to put it bluntly, for other colours. They grow up with less prejudice.

[And] But it is not just other colours and cultures, it also extends to other people.

[S] Yes, because they see other people and other colours. Whereas in more domestic situations, ah we're all Dutch, we're all Italian, we're all English, whatever it is. Anyone coming from India or Africa or anywhere else is seen as diverse. Whereas here they're all normal. They are all just people.

[B] I have a proposal for the next two rounds. If you flip over, we could skip the thinking time because we are all really loosened up for the questions. If you would just take a few minutes, not ten or fifteen, just a couple of minutes to look over the questions for your colour, we can start straight away. So the red is now in the middle, and the blue is at the bottom and the black is at the top, meaning that black will start in a few moments, and then red and blue.

[XXX] Is there a reason why there is something written?

[B] Yes, these are notes from the previous group, you can ignore them.

[B] There is a reason, yeah. They couldn't keep their hands off the pens [laughter]

[XXX] No problem!

[S] I'm sorry, I don't understand. These are the questions? [talking between each other, explaining, difficult to understand]

[B] Let's see if we're all ready. Yeah? Sorry to interrupt, XXX.

[29:45]

[And] It's completely reasonable. If you can have a European Union, then you can have an international school. If you want to have Nike and Starbucks and Philips to have international offices, bringing in people from all over the world, then local governments and local education need to provide support for those people. It's not just: That's the schooling. So the school needs to be international and once the school is international, then it brings that world a little closer where we can go anywhere and get the same education, or the education you receive in one country is respected and understood by another. We have a friend who is a doctor in Mexico. Her qualifications aren't respected at all in Holland so although she's trained to be a doctor, she's not a doctor anymore. And that's like going back 20, 25 years. It's like now, my daughter's education should be transferable to any country in the world.

[B] Very clear. And that's the same answer to the next question 17, then, that it's possible. Because you say the EU is possible, so why not an international school?

[And] It has to be possible otherwise you can't have a head office, you can't have an international business in this country. They'll go to a country where the families can work, and can live. It's like big businesses are doing it now. RBS is all about moving from Scotland and moving it to England. And they'll move 300-400 people, but if the taxes are better in England... The same... you have Nike in Hilversum and Starbucks in Amsterdam. They are moving a couple of thousand people worldwide because it is cheaper. Then you are going to get the families and the children of those businesses.

[B] Question 18 regarding internationalisation of education at your schools. Could there be other indicators of a successfully internationalised school? In other words... you've mentioned a couple in your answer already. The transferability of qualifications, for example. Are there other indicators of success?

[door opens, people come in]

[S] A strong programme.

[And] Strong businesses. If the businesses are over here because they have imported people, if the businesses are strong it's because they have strong families behind them and a strong support for those families.

[B] So it also works positively for the businesses.

[And] Yeah, Nike and Starbucks – if dad wasn't happy, he wouldn't be doing his job very well. Or if mom wasn't happy, she couldn't do her job well, she'd be worried about school and rushing back. I know here there's an after-school programme, I know a couple of parents who put their kids into it so they can carry on working.

[S] Indeed. I would say it works more the other way around. First the businesses come and then the institutions accept and foster the development of international businesses growing here and then they need to provide all these supporting facilities, good office locations, good schooling, good housing, good whatever. But then probably – I'm sure that we will reach a point where, for businesses to relocate internationally, people may end up saying: No, I'm not going there because the schooling environment is... it doesn't work. I would say at the moment, all the people I know, if they are offered to move, they move and then they find a way. The children are taken along and either they go to a local dimension, which is a conscious choice of a different nature – I want my kid to be fully immersed in local culture, or I want to stay all international because in two years I'm going to move and I want to keep that transferability aspect.

[M] I think it's important that the international school programme is very strong, like an IB or British programme so you can follow the programme. So for me an international school is successful if it has a strong educational programme which is the same as... We could move to five different countries because they were all MYP IB schools. That was the most important for me.

[S] Indeed. I think that is not because of standardisation but it is uniformation. I mean, you recognise IB as a programme, it is internationally qualified, you can benchmark that, you can confront it yourself. If you go to an international school and it says: Guess what, we are geniuses, we invented a new methodology... [laughter]

[M] My children can go to a Dutch university, or an English university, they can go everywhere because of the strong programme in all these different schools. So now I'm happy that they are able even to go to a Dutch university, and one is going to a more English university, but for me that makes an international school successful and not that... Yeah, in the beginning it is important that there is diversity but...

[B] And if I ask you now to put yourself in students' shoes, or teachers' shoes, or managers' shoes, would your answer be different? That is question 19, for the translator.

[F] I think for the students, the same. That it's also very important that it's the same programme. I think that helps them a lot.

[M] As a parent, as a student, as a teacher, I think it is important that you can... The best teachers are the teachers who are used to teaching in a certain system.

[S] Yes, they recognise each other and themselves in those dimensions. The children, it's quite impressive – I don't recall me, when I went to school, being so identified with the programme. It's the school, you have to study. But I see my kids, they know what IMYC (International Middle Years' Curriculum, BP) is. They just... It's part of their being. They refer to it, they understand the principles behind it. I see that as a very good and positive thing.

[XXX] What I like in the school of my kids is, especially for the small one, that the teachers are not 100% Dutch. Most are Dutch but some of them, most of the ones I met, have been in different countries. So they also know how education is in other countries. So that leads to the open-mindedness of the education. They are much more open.

[F] I think that for the manager it is important that the network is provided to the families. I don't know. That is also important to the families because it makes them feel comfortable and kind of settled down, and then they are going to stay, which is good for the manager.

[S] For the parents, too, there is the networking aspect, which is an important one. If I look backwards...

[F] Starting in a new country, yes.

[M] But in the end the education is the most important.

[Others agree: 'Sure', 'Yes', laughter]

[And] You're in a different stage than us, my daughter is six and a half, so what's important is that there is lunch.

[F] But when you kind of hopped around to the different countries, was that important to you, that kind of parent network?

[M] Oh yes, of course.

[F] For you as well, personally?

[M] Yes, absolutely.

[S] It's a by-product. You don't choose the school because you make a network of friends but it's an important by-product.

[everyone agrees]

[B] Let's move to the next group, to the red questions. XXX is all on her own but we'll help you XXX, don't worry. Question 20 is about assumptions or beliefs regarding internationalisation or international education. About blank spots, basically. Is there any information that you might not be considering, such as decisions that the Esprit school group makes that you don't know about, what people in Dutch schools do without internationalisation, or private international schools? Would there be any information out there, which is a big of a strange question [agreement & laughter] that you might not think about?

[XXX] I want to believe that the people in the school are open, that they know what is going around and integrate it in the school, to the open mind. I want to believe this. I don't know if this is true but...

[B] You're not sure.

[XXX] I want to believe that it's open.

[B] There is also question 21. What you want out of education is openness [Yes]. Might there be things going on at your school that you hope are not happening but might be happening? What happens with friends of your children, with other parents, the management...

[XXX] I don't want to believe that something wrong happens. Until now I don't have the proof that it happens so I want to keep positive.

[S] In the case of the Netherlands I think overall, the general impression is that it is a very open society so things are handled transparently. Very transparently and sometimes I am surprised. I have received messages from the gemeente telling me what they want to do and they ask my opinion. It's very impressive. [laughter]

[And] 'Speak to me, Jesus.'

[B] Your assumptions, XXX, about sources of information you might be ignoring, like policy manuals, even the policy of your own school perhaps, DENISE, other policies, government regulations, maybe the wishes of multinational companies, you know. Things that you might be able to think about now but you've actually never thought about considering but that might be useful to know about...

Maybe not. Maybe it's the school's job.

[XXX] Maybe I'm too positive-minded but I want to believe that they know all this and integrate it. And there is only one thing that is not linked here but it's linked to what I feel, it is that in the school of my youngest son, he has no homework. And my oldest son, he has homework, hours and hours and hours per day.

[Interruption: But that is secondary school, no?]

[XXX] Yes, for sure!

[S] And is the other secondary school international or Dutch?

[XXX] Also international. And so I asked the DENISE school, how is it possible that my son who is eleven years old, next year he is in group 8 and after that he goes to the special school, how is it

possible that for years he has no work to do and then afterwards, from one day to the next, maybe not four hours per day as my oldest son in the beginning, but hours and hours and hours? And this, I said it.

[B] So there might be documents or reasons that you don't know about because you are questioning this big difference?

[XXX] And I said this already and they said, we understand your question and your fear and we are going to take care of it.

[S] But they don't? [No] No, because culturally it doesn't work like this. Nothing against the culture, it is the way the schools are built over here. Primary schools hardly give homework and there is this big chunk in secondary. It was for both my kids' schools so far as I know and international schools.

[B] The question is actually more geared towards internationalisation of education. Does homework or the Dutch culture regarding homework have anything to do with internationalisation or international education? It's cultural...

[S] Probably there is a connection. I myself am wondering whether it's unhealthy. I think it's more healthy than unhealthy but yes, sometimes I have doubts because...

[M] In most international schools where I have been there was always homework. That was normal. I know from cousins who were always in the Dutch system that there was no homework in primary. So maybe it's a cultural thing but in normal international schools, where there is a quality of education, it was all the same for me. So it depends. So I think the most important thing is again quality of education. [agreement, talking at the same time] You can also have a lot of quality when you don't give homework but quality of education in the system is important.

[F] Testing it, yes.

[M] And keeping your children in the same system. So if your kid goes to a local school and then to an international school, or as my daughter says, most of the children who come from local schools and go to the last two years of IB have loads of problems. They don't get the system, they don't know what to do, so...

[XXX] But it also depends on the country, because my kids were in Germany before, in a German school, and they both had homework. Even in primary school.

[F] The school wasn't so long. Until the afternoon or not?

[XXX] Yes, it was until 2 o'clock. Tim, the youngest one, had at least one hour of homework per day.

[talking at the same time, But it was not, No no, But...]

[B] But your answer is clear. You have a blind spot there. You have a question mark there. The last question has to do with people who think international education or internationalised education is flat out wrong because it takes students away from real knowledge, so not this fluffy business about having lunch together and differences and lalala... That internationalised education interferes with the job parents have in value education, some people feel that an international school is too much on the parents' turf because it's the parents' job to raise children and not the school's job, so for this

reason international education is a tricky thing, and that international education actually strengthens national differences instead of creating open-mindedness, and some people actually think that international education is elitist, only for those who can afford it. So what are your beliefs and assumptions, XXX, about all this criticism that does exist?

[XXX] I think it is free for the parents to decide. Me, I have no problem with international school or with their way of educating because we educate in our own way at home. And I don't believe there is a battle between the things that XXX and XXX are learning in school and at home. It combines...

[And] You have to be very careful when you start commenting on the way other people raise their children and the way they decide to educate them. We are all here because we have our kids in international education, that's what we believe so you need to go down to another school and ask them.

[F] I don't think there is such a difference between the local schools and international schools because I don't know... I think maybe only later with history or something. That's probably the only... I mean all the rest is the same everywhere.

[B] There is not much difference, yeah.

[F] I don't really know what kind... It's probably Dutch history, or not? They don't have religion.

[S] The real knowledge... The criticism related to real knowledge and interfering with the job of the parents I don't understand where that comes from. I can understand some arguments that could play behind the elitism concept, that is potentially there. In the end it's the parents' choice. It is the most difficult choice we parents have to make, the international parents here, by far. The most difficult choice you make is where to send your children.

[M] But also I think a lot of international parents are very involved in the education of the school because they have to...

[S] But also Dutch parents.

[M] Yeah, but Dutch parents maybe take more for granted. The children in the Dutch system, it's fine, it's there. But I always had to go to new schools and a new system, no not a new system but a new... [talking at the same time, incomprehensible] And you could see the local parents who sent their children to international school sometimes were not as involved as the newcomer parents from different countries and travelling around the world. So I think the role of the parents is always important in international schools because they are involved because they are close as a family in another country.

[And] I'm looking for an education that won't impede my daughter or make life difficult for her if we go to a different country. I want an education that is transferable to America or to England or to Germany...

[M] But you're involved because you are moving around. And maybe now that I'm back in Holland, but that is also because my children are bigger, I'm not so involved anymore.

[F] I don't really, actually... The school my son goes to, Europaschool, I think that's truly Dutch. I don't see it as an international school. I'm actually surprised... Okay, this is an English-speaking school and three times per week you have Dutch. Your children go to a bilingual school?

[XXX] Yes, Berlageschool.

[F] Yes, that's more international but...

[M] But is it a real international or a Dutch school with an English system as well?

[B] Berlage is a bilingual school.

[F] Fifty/fifty, yes?

[B] It's an internationalised school.

[M] But you call it... Is it an international school or a bilingual school?

[XXX] International and bilingual.

[B] Shouldn't be saying too much here... [laughter]

[XXX] In the class of my youngest son only two people are Dutch. The other ones...

[M] But that makes it international then?

[XXX] No but also...

[S] No but... You are referring to DENISE?

[XXX] Yes.

[S] DENISE also follows IPC rules and the IPC programme. [What's IPC?] IPC is it International Primary Curriculum so it has the same attitude as over here, but secondary school is not international. The moment you go to secondary school it's almost entirely Dutch.

[M] But it's also HAVO/VWO system or is it an IB system?

[B] Neither.

[S] They don't have the IB system, not the IB programme.

[M] For the secondary school, what is the end diploma?

[B] They stop at 14, 15 and children move to another Dutch school.

[XXX] What I fear, and it's something I don't like in what I understood from Berlageschool, is that there is some kind of rivalry between – because when I said to the people there, next year XXX goes to the 8<sup>th</sup> class and afterwards he is going to the Berlageschool – 'What, Berlage? Of course not. We are now busy to make sure that after the 8<sup>th</sup> class, there will also be the 1, 3, 4 until the end.' So the director was shocked.



[S] But I also see that DENISE has a single school for the classes that they cater to for the moment. But it is a jam. Now it's bilingual, it's truly bilingual, actually it's more English than Dutch – three days of the school is English and two days is Dutch – when they jump into secondary, it is only Dutch except for the English lessons. History, geography, all the subjects that you match, they will all be in Dutch.

[XXX] Only if it's in the DENISE school.

[S] Yes, but if you go to Berlage even more.

[XXX] No, it's fifty/fifty.

[S] Ah, then I don't know.

[M] What is the system then? What do you call it in secondary? What kind of system?

[B] In DENISE it is called the IMYC, international middle years' curriculum. It is the middle school version of the IPC.

[M] But what is your end diploma to go to university then?

[F] You can't finish, no? You have to change.

[B] It is until 14, 15 years of age and then...

[M] You have to go to HAVO, VWO or...

[several people talking at the same time, incomprehensible]

[S] DENISE has been designed as a school to provide a smoother integration towards the Dutch system. So it doesn't have an output designed for international IB diploma or international curriculum. So it facilitates the transition to the Dutch system.

[M] So they go to this school or to a Dutch system.

[S] The end product should be Dutch.

[F] I'm surprised that it's so different but I really don't consider the Europaschool, which my kids go to... It's a Dutch school, it's a primary school, and three times per week they have either Spanish, French or English. And...

[M] But then it's a Dutch school with... [yeah, with language orientation] with languages. Oh yeah.

[B] They do have IPC in Dutch, of course.

[F] Yeah, they've got the IPC but... pff... I mean like moving to another country would be fine because we are also living here long term so I like that, I did choose a Dutch school but... I don't really see it as very international.

[B] I want to clarify something about the rivalry you were talking about, I didn't really understand. What rivalry...?

[XXX] I think the director... the people I talked to, said 'but of course XXX won't be going to another school, he will stay here'. And I said, 'well sorry, that was not the idea'.

[B] Oh, rivalry between DENISE and other schools, you mean.

[S] Well, if you have other plans and you want to move to another school, then you are always free to do so. But from what I know, they have middle year programmes in DENISE. The flow is upstairs right? They actually have thirty in primary and seventy in secondary. They are heavier on the secondary than on the primary. So they have classes for secondary in DENISE, but it's going to be in Dutch, not fifty/fifty. Dutch programme.

[M] Dutch programme, yeah. And Europaschool? What is the programme there for secondary?

[XXX] There is no secondary.

[M] Ah, so you can go to a normal Dutch system.

[F] Yes I would be interested in this but I think it is also... You know in the personal interviews, what is the expectation that these schools work together...

[XXX] I think it would be very interesting to see the existing... The people who go to university now, where do they come from? Is it fifty percent from Dutch school and fifty percent from international school or...

[M] Here, in the Netherlands?

[XXX] I would like to hear this.

[M] Here? It is eighty percent Dutch and... I think my daughter will go to the Vrije Universiteit (Protestant University in Amsterdam, BP] here, study psychology in Dutch and I think maybe she is the only IB student who will do their...

[F] Well, they're kind of working on that in politics, I think. [agreement]

[B] Let's move to the last set of questions for XXX and XXX. It has to do with your aspirations for international education or internationalised education and what you are doing at the moment to get closer to realising that. That is question 24, for the translator, just to keep track.

[M] What I am doing to get closer. You mean really personally...

[B] Yes, as a parent.

[M] Help my daughter to study well for her exams and help her to read all the papers and that's what I... That's my role. So I'm not involved in the school anymore – yeah, by doing this [laughing] but... to help her finish her IB very well.

[B] The next question 25 is an iffy one but I'm going to ask it anyway: If you keep doing that, will you get closer to or further from those you want to be close to? In other words, who do you want to be close to? Is it your child, is it other parents, is it the school? Does it take you away from the school, for example, and you want to be closer to the school, or does it take you away from your child and you want... I mean, how does that work?

[F] Actually I'm collecting information about English-speaking schools so that takes me further away from the school. And also my son, some Saturdays he goes to the Goethe Institute [German Language and Culture Centre in Amsterdam, BP] to also get into the written German and actually this takes me further away because the school is more Dutch-oriented. But I also try to support him. We read Dutch and work on his Dutch levels but to keep our cultures alive and our languages, we need to make a great effort. I'm hoping that with these real bilingual schools, it will be easier for us. At least he will get the English naturally then.

[S] This is actually an intelligent question in the sense that it may be a conscious choice of the parent that after a certain age, you want your child to be more independent but you will always be there for him or her. So a parent – it takes a lot of courage – but a parent should be able to start unplugging.

[M] How old are your kids?

[S] I'm still plugged, big time [laughter]. They are twelve and nine. They are still small I think.

[M] But it is like a natural process because I was always... My rule in school was to – I couldn't keep the quality but always, when there was a bad teacher or bad education, I was on top of it. So that was what I could do for myself. But now...

[S] You have to shift, huh?

[M] When they're eighteen, it's over.

[XXX] My oldest son was shocked in his French courses because he said to me: 'Maman, the lady makes a lot of mistakes in French.' Unbelievable.

[M] Then it's important to...

[XXX] But what could I do? My son is very good in French and in the beginning I looked, and it was full of mistakes.

[F] When my son started English in that school they had a substitute teacher, a Hungarian teacher and my husband got totally crazy because... 'No way I want a Hungarian teacher for English'. I wasn't like that because I thought it's only three times per week, but he got very upset.

[XXX] It depends on the level because you can also have very good levels.

[F] Yes, a high level.

[XXX] But when I see that the level – I saw it for myself, a lot of mistakes.

[B] Next question, number 26 for XXX and XXX. Is there anything about internationalisation, international education, that you would do differently, that you would like differently – would like to be different? And what might you like to eliminate completely? That's the last question, 27. That hinders the international-ness of a school, of education.

[M] Bad teachers. Bad education. Not following the system they are supposed to work with. That was always my concern and that was when I jumped in but apart from that...

[F] I think I also told you before, I think. If at school you pick up two languages properly I think that gives you a good base. Not only focus on one and have another a tiny bit so I think that if you have native teachers and two, probably English and another language, that would help. And also the level. What you have here, with three Dutch levels, I think that is really fantastic. And that would help at Europaschool. Also that the natives – that our kids could have a high level of English and French kids a high level of French, but that has to do with money of course because it costs a lot.

[B] Okay, one more round, three sets of questions. We don't have to go over all of them. XXX and XXX will kick off and the black boys have the hard, middle questions, and XXX finishes up with the last three questions in red. The last two actually, you only have two questions, XXX, you're there.

[F] What do you mean with question 30: What opportunities do you have together?

[B] Together as parents.

[F] Oh, as parents.

[M] What do you mean by 'something new'?

[B] For example, at the moment AICS is not an iPad school. And iPad schools are becoming pretty popular. In Amsterdam there are almost four now.

[And] That's not really large-scale, is it?

[S] They're not iPads, but you use a lot of personal computers. You don't call it iPad but it's a laptop...

[B] But you could think: well, iPad is truly international because it connects to the outside world.

[M] But they work with computers always, in every school and they have their own...

[talking at the same time, incomprehensible]

[S] That's compulsory, kids need their...

[M] Yes, that's very important, that they learn to work with the [computer].

[F] And the Steve Jobs schools...

[B] Yes, Steve Jobs schools, iPad schools. This is just an example of something new that you could think of – This is actually a part of international education and it's not there now.

[F] But that does not necessarily have to do with international education.

[B] Yes, all of the questions have to do with international or internationalised education.

[M] Well for new things, I don't know.

[B] Okay, that is fine...

[B] So, part 2.

[F] Question 22, what I just said. Maybe that you have higher levels of foreign language teaching in school. I think that would be great.

[B] You mean for the Europaschool. [Yeah] Does it help you reshape who you want to become? What a question! In other words, as a student or as a parent, would it help you to think of a different you in terms of an international education for your child? In other words, would you like to be a different parent to have a more international type of education for your child?

[F] Yeah... what do you mean? It does reshape...

[S] I guess the question is: If the school gives you a way of developing yourself, not just the students, not just your children...

[B] The question concerns this process of international education and the education of your children, does it help you to reshape who you want to become? In other words, what happens at schools – at AICS or Europaschool or DENISE, does it help you become another type of parent?

[M] Yeah maybe it helps to...

[F] I myself question the systems more, or especially the system for my son. I am much more critical.

[B] You even said that about 15 minutes ago.

[M] As a parent, you ask 'Do they have the system right?' They say they have or... If I compare with Dutch parents or those who are in a different system, maybe I became more involved in the whole system. I know a lot about... Many parents may not have a clue what their child is doing in school, I don't know. But for me, it made me more involved.

[S] I would tend to agree. A native probably sends his kids to school where he went or in the neighbourhood. You take for granted that things work and you don't question too much. [agreement from the others] Being international already, in any case it's a new school so you are curious. Is it comparable to what they do in England or back at home somewhere else? Is it comparable to what they do in the Netherlands in the Dutch schools, so...

[F] Yes, it's new.

[S] It's not only new for you but it is also different from any other perspective than back home. English, if it's English-speaking, and the Dutch.

[B] And is this something conscious, is this something that you want? Do you want to be a knowledgeable parent for your children and does going to an international school help you with that?

[M] Yeah... It just happens and you become an international parent and because I always stayed in the system, I became more involved and I know more about the system and the system I want... But it is not that when I was twenty, I thought 'I want this for my children'. It just happened.

[S] For me at least it is definitely like this. Being in an international school has brought me more involvement, most likely, than if I had been in Italy and stayed in a schooling system that is more familiar to me.

[B] And this is something that you want, too? Or you don't have a choice?

[M] You don't have a choice.

[S] Well I could be happy without that one dimension but being here, in the end it has given me something, yes. So am I happy? Yes, I am happy. But I would have been equally happy, maybe, doing something else with my time. Maybe something else with the children...

[M] But now, if I look back, when my children almost finished international school, I'm happy that I did it and I'm happy for them. I see that they can go back to a normal system, in a normal community and a normal university so it's not that that made them strangers. For that, I'm happy. Like when people are afraid, 'Oh your children... Oh you have to go back to your native country when they are twelve, otherwise they will be strangers...' Totally not.

[S] But the involvement with the school, for me, was a very rich experience.

[M] Yes, a rich experience.

[S] Because without that you don't get the same familiarity with where your kid spends most of his time.

[M] And even my children say to me now that they were so happy that I was always involved because...

[B] It's a huge opportunity really to spend time together and really have attention for your children's education. It's a real opportunity.

[M] But it's not possible for every parent and I don't know if the international system made that. I had the time to do that because my husband was working. If both parents are working, I don't know if they have the time to be so involved.

[S] Of course, some just have a lot of trust and go ahead. Which may be alright too. This is a good school; it is established and works for so many students so you don't have to be involved. But I had the opportunity at the time to be involved, it was a rich experience. And I would tend to agree: international parents end up being more involved than...

[B] That could be a criterion of successful international education or successful internationalised education, to have the parent-child involvement, parent-school involvement. Is there a different way to measure successful international education?

[M] How they do later, in university. Yeah, I think so.

[S] The next steps. How they integrate in... How they manage to get access to the university, which is concluded by exams. Or by your grades. The difficulties they will encounter after or the easiness that they may have after...

[M] But it also depends on the system. I see that the IB system brought my children a lot, now in university they are really fine. If you have another system, I don't know... I can't compare.

[F] Is it the IB or the language?

[M] The IB.

[S] The IB. There is a lot behind the IB. The IB diploma is something really [incomprehensible].

[F] It is not the languages? No? Okay.

[M] That is what I believe. [agreement from others]

[S] It is inquiry-based education. They stimulate curiosity. It's fantastic. The way it is brought forward.

[F] Is there a lot of difference with the Dutch system?

[M] Yes, a big difference.

[S] I think that every school should stimulate curiosity and directly or indirectly it comes out, but this is scientifically implemented for that scope. So you can see it in the exercises, the little homework that you see and what they do in class, it is geared towards that. To light that fire [laughter]

[And] Yeah, it's teaching them to learn.

[B] Without noticing, we have moved on to the next section of questions, which is question 32. It's about assumptions and beliefs again. XXX, you have just given us an example of an assumption or belief, or maybe you think it is knowledge about the IB, or the international system, which is inquiry-based and geared towards the arousal of curiosity and making educational use of that. Do you think this idea is in need of change? Do you have any reason to believe that or other ideas about international education or internationalised education. That you actually take for granted the way you think of it, but you might have to reconsider it?

[S] I think it works well. I just said it, I think it's a great approach. Sometimes I feel – but that is simply because I am confronted with my past – that it seems to kind of lack structure in some ways because it jumps from one subject to another that doesn't seem to be correlated either in terms of timing. Because you go from studying how chocolate is made to dinosaurs and then to, I don't know. So that's just new to me compared to my heritage. Sometimes it looks to be somewhat unstructured: no we study from A to B to C, or chronological order but intuitively I think the structure comes later.

[M] For me, I think that is why it is important to stay in the same system. I remember periods, like when they were at the beginning of the MYP, Middle Years' Programme, and at the end of the MYP it all comes together. There will be a better IB last year student if they had the full programme, that is what I see. For children who come from a totally different system, it's really hard to catch up. So for me international education is more like being in the same, very qualified system than having a Dutch teacher who is giving his history class in English. That doesn't work, I think.

[F] But when kids come here for secondary school, six years, is that long enough to catch up?

[M] Yeah... Oh, you mean only when you come for the last two years? That's difficult. But if you come when they are 12 or 13 and you follow the whole secondary programme in one system, I think it works very well.

[B] Do you have any new ideas about international education or internationalised education that you think are missing and would like to be adopted at your schools?

[M] In this school, no.

[S] I tend to... because I've seen the question raised, actually, not only by me. The career development – this is for secondary, definitely, not for primary – the international schools haven't yet, or could make better use of the international community, the kind of parents that are around, to stimulate more feedback to what is the job place. There are two things that matter to students: university, what are the alternatives out there, and as for two, when I finished secondary school I had no idea what I wanted to be in life and I think that is true for most children still. Having more guidance on what are the extracurricular activities that you can do, when you can start focusing on how to build your potential with an eye to university and work after. So I think the international schools have the benefit of having an international community around, normally this international community comes from, maybe Italy, with a good position, good jobs, normally parents with senior positions that can bring a bit more to the table eventually.

[B] You've answered question 34. This idea of more attention for career development and personal development might bring the students a better idea of what they want to do after school.

[M] Yeah, that's good.

[B] 35 is about any information you might need in order to rethink internationalisation of education, to make more informed choices. Is there anything lacking in terms of the provision of information that comes your way in the process of the internationalisation of education? Is there anything you feel ill-informed about or...

[XXX] Something that I like in Germany, where my kids were in school, the end of secondary school was linked with the French school, the French level.

[S] Yes, I was about to say 'benchmarking'.

[XXX] Yes, and this I didn't see...

[S] I've seen it in AICS, you are introducing it. It is not an easy subject to introduce.



[B] Benchmark in terms of assessments, you mean?

[S] Assessment of the kids. I mean, you go to an international school that you cannot compare to the Dutch ones. The more natural comparison is with foreign schools and I guess the English educational system rather than the German or the French but it could also be German or French. All parents have in the back of their minds the question: 'Is my kid growing and developing according to the international standards for his age?' And so I think benchmarking is...

[B] At the AICS that has been introduced a couple of years ago and it tells parents and students how their portfolio, their work, their formative development, compares to internationally benchmarked and standardised results. That kind of data is accessible.

[S] Yes it is accessible and I have experience with it with my daughter. It is being introduced, not easily, but I recognise it is not an easy subject to understand and appreciate how that benchmarking works and to give it the right correlation. Simply because it is not an easy subject. It is difficult to compare your child to a standard in the UK, and what does that mean really. That is a lingering concern, I think.

[XXX] I think it depends on the school because again, in Germany, I was happy. I didn't know where my kids want to go to university and I said: What happens if my kids who are here in Germany want to go to university in France? What kind of background do you have in school? It's not baccalauréat, what if they are not accepted at university because they don't have the right level. And the school where my oldest son was, it was linked to the level he would have had in France so that would have been no problem. And here I don't see this. It depends on the school. [talking at the same time, incomprehensible]

[M] ...but if you are not going to an IB international school you are probably linked to nothing...

[M] When they are younger, that is such a very important thing, whether you feel comfortable in school, whether my child would be in a good environment – it is very important when they are young.

[S] That knowledge comes more from soft experience, like asking your friends, visiting the school and seeing what kind of environment it has, rather than going to the official bodies or think strategy for the school.

[B] So you call that soft knowledge, basically informal knowledge? [Yes.] Okay. Last round, which is round 3, and that's for XXX. She has the last two questions. We just started the tape again because someone called. We are at questions 38 and 39 and it's about what you need to do, you think, to be able to or achieve what you want out of international and internationalised education.

[XXX] Of the school of my kids? Because I don't know in general. First and foremost I will just repeat and repeat and repeat: to make sure that my kids have homework at home because my kid's backpack is empty. So there are no books, everything stays at school. So I said: 'What about revising what he did before?' and the lady said: 'No you have to ask and he has to explain what he did today and that will be okay, that's their way'. They want the kids to bring nothing home. I thought I have to open up my mind, they know what they are doing, but for me it was also a shock. The other has hours and hours and hours at home doing homework but the youngest, once again, each time I ask:

'Do you have homework?', says 'No'. Each time I said, not since the beginning but since November, I said: 'Okay I don't think this is great, at least I don't believe this works,' and they said: 'No, we are going to have this'. But in general I would repeat again. After the holiday the kids would have homework, each time I would ask XXX: 'What about the homework?' And XXX said: 'No no, not yet'. So I want to believe that they know what they are doing but I will repeat again and again: 'I would like my kid to have things in his bag, to review things, and not only telling me what he did in school before in the morning.

[B] XXX, the question is: What do you need to do?

[XXX] To tell them that I don't believe it works.

[B] The teachers or the school leaders?

[XXX] The teachers. The contact I had with the school, the teachers.

[M] But you never get a newsletter about what they are doing or something? General themes and so on?

[XXX] Yes of course. In general. And I ask and they explain, so that's okay. But XXX is very positive: 'Yeah, it was easy, or it was difficult' and I couldn't see. Until now he had no marks or level. Only this Monday did he come and say: 'Mama, I had an 8 in math'. So I was very happy; it was the first time.

[B] So let me see if I understand your thinking about internationalisation of education. It seems you want to believe and accept and assume. Is that the kind of thinking you think you need in order to appreciate this process of internationalisation of education, of international education? Is that something you want to stick to or do you want to change that kind of thinking?

[XXX] I want to believe that the people know what they are doing. I want to believe this.

[B] So you believe that?

[XXX] I want to believe that, yes.

[M] But you don't.

[XXX] I'm not convinced.

[B] You are not convinced. So do you need to change your mode of thinking, you think?

[XXX] No, because if I did not believe then I would say to my kids: 'We are going to another school'. I have good contact with the teachers and the director and that's okay. I want to believe that they know what they are doing.

[B] And you want to stick to that?

[XXX] If tomorrow XXX tells me: 'Mama I had a zero for English or math', maybe another story. But with the 8 for math on Monday, I believe that they know what they are doing.

[B] So critically assuming [laughter]. Yeah?

[XXX] Yes.

[B] Is that the same for the rest? Or are you more confident?

[XXX] I have a clear idea of what I need to look for in a school, a clear idea of what I believe internationalisation is. I've to study about the IB programme and how the school follows it. There is a little more homework for me to do.

[M] Yes, that's good.

[XXX] Again, looking for a school you look at the fees, the opening hours, the holidays, again the soft look. At six years old that's fine. At eight years old it's fine. We took her out at six because we wanted her to learn Dutch; we didn't want to move her out when she was eight or nine. When she is ten, eleven or twelve I'm not sure what school we will keep her in but I have a clear idea of what education to look for. I want the international education, I want the IB programme unless I can see another programme that I can compare to it. And if I'm looking for the IB programme, is there any other programmes that can compare to it? It's like you said with benchmarking. I have something to look at.

[B] I want to thank you for so much time. You went into great depth. So this is for the translator: This is really the end. Thank you.

#### G75: Focus Group Interview directors

Intelligent verbatim transcription

#### **Research Inquiry focus group interview**

21 April 2015

#### **Five directors: Esprit board manager, AICS, Denise, Europaschool and Mundus**

(Two male and three female. The transcription of the interview was sent to all, including the non-participating director who was not able to make it for the interview, with the request to react to me by email or telephone, within three weeks, in case they felt they needed to add to the transcribed discussion.)

[B] Welcome everyone ...

[D1] How long will this group be here? Because I have to leave earlier, it's very unfortunate but ...

[B] Normally this would take one hour and fifteen minutes but we can do it in an hour. That would be from beginning to end and we would be done then. But if the answers are very crisp and to the point, it could also take us less time.

[D1] Do we have to write down the answers? [B: No] You record everything as it happens and then extract the texts afterwards?

[B] I ensure that everything is recorded on tape while you answer the questions – that's a bit of an old-fashioned term, that everything is recorded on the digital iPhone and the translator knows what to do with it. So you can just answer freely ...

[D2] And simply in Dutch?

[B] Simply in Dutch.

[D1] But will you be leading this discussion or will we be talking in teams of two? That is what I thought.

[B] While studying the questions for the first round and afterwards for the second and third rounds, you can just talk to each other. That won't be in the transcription but later when answering the questions ...

[D1] Oh yes, then I get it. I thought we would all talk at the same time and you ...

[B] This is a note for the translator that we are starting now. It is April 21 and I'm talking to the school directors of Esprit. The first round will start now.

... XXX and XXX have taken some time to discuss all of the questions because XXX has to leave a little earlier. So we'll start at the top with group A, which is the red group.

[D3] I'll talk, you can write... Ok, then I'm taking off my glasses.

[B] XXX and XXX. It's about the internationalisation of education in your schools and the first question is about what you want.

[XXX] The questions merge into each other fluidly because we match, of course. I think we want more or less the same thing even though we are dealing with different age groups and also different social backgrounds. The purpose in general is that we aim to raise the students' awareness of their cultural backgrounds, which of course sometimes is different than just Dutch. You have the first, second, third generations coming from other countries. And that this is not perceived as ballast but rather that you are aware of it, that you are proud of it, and that you use it to further your own development. For XXX this applies very strongly in her school, where students need to take that step to be proud of it and not just say: Ok I'm like this, so be it and it may even come to haunt me. The population on the Europaschool... They are already proud, that is how they come in. Perhaps that should even be a little less [laughter]. But in principle it should be like that in both cases, that you can start to use it as a tool to improve your life, and that you strive towards the idea that all that diversity in your population is perceived as enriching and not experienced as a threat or an obstacle, but rather as something that helps you in your life. Did I formulate that well? Yes? [to XXX] What else did you write down? This is all answers to other questions already, isn't it?

[XXX] Yes, I feel the same way. It is living with and learning from each other and it is all intended for identity development. This is also true for my students of course, that their identity as a Moroccan or a speaker of Arabic or as a Turkish person, that we develop that strongly. I think this is also important to be able to rise above the social economic situations in which they often find themselves. Right now they think: Well, then we'll all just do Dutch and they lose a piece of their identity. I think that is something that should be developed, that should be retrieved. And I think we are about ready for that in the Netherlands.

[B] Then you've also already answered question 2, I think you've just formulated what is most important. Is there something that drives or motivates you in particular to do this?

[S] Societal interests, we both feel very strongly about that.

[D] And politics of course, that is also something that drives me. There is also the political issue, of course.

[B] When is it successful? When do you feel that it has worked out, this internationalisation?

[XXX] When it works! [laughter] It is successful when, if you run into a former student in ten years, he can tell you what use it was to him that you devoted so much attention to this and made this a spearhead in your school.

[B] Yes... You can say: I'm proud that I learned about my own background.

[XXX] Yes: This is what my school gave me and I did this and that with it and that helped me. It helped me to acquire a place in society that is a good fit for me and works well.

[B] And this is also your highest ambition, I presume? Yes? And do you have a particular expectation or hope for the process in which you are engaged? Anything in particular? In other words, some things that don't go so well that should be improved, or things that go well and you want to keep the way they are?

[XXX] Support from society, from the municipality. Space to do this. It's also about funding always, isn't it – when you are working on internationalisation, it will cost money sometimes. You need teachers for your school or you need classrooms or spaces. This should not be supported just with words but also in a material sense.

[XXX] I also have something about this. I think that politically speaking, when we are talking about radicalisation, about polarisation, we don't always have the right discussion about that. And I also hope that through internationalisation in your school, that you can contribute to guide that discussion onto a different course. So actually it's about offering citizenship 2.0 instead of 'we should all have that Dutch and then it's going be ok, you know, we all have to integrate', while what you want – and you could see this in Canada too – is to strengthen that identity straight through and help them to make better choices.

[XXX] In this sense I am curious because the students with a higher education that are taught at Esprit, from AICS and Berlage and fourth gymnasium [pre-university education that includes the study of Latin and/or Greek], they all know how relevant it is to internationalise. They go with the flow, let's put it that way. How does that work for a big VMBO [preparatory secondary vocational

education] school like Mundus? Because we believe that it is important for them because it helps them acquire a good position in society, which is changing. Do those parents feel the same way about it?

[XXX] What you see is that they aren't sure about this and you really have to guide them along in thinking on this topic. I think they always feel a little inferior to people with an intermediate or higher education and think along similar lines: 'We shouldn't really talk about Turkish or Moroccan anymore and also stop raising our children like that as well'. But that means there is a huge discrepancy between school and street and home, and you need to find a way to prevent that. So being proud of themselves, that should be true for their parents too and that doesn't really happy so much. So you really have to guide them along in that.

[XXX] Because there is a kind of societal denial of the relevance of it, while if you are a German or Italian in the Netherlands, you can say that that identity is very important, but for Turkish or Moroccan people it is a really big problem right now. Yes, I get that.

[XXX] But do you think you may get to the parents through the children, perhaps? If it works for the children ...

[XXX] No, I think you have to take them along together ...

[XXX] At the same time.

[XXX] But that seems like an issue requiring a lot of attention. It seems very complex to me. Because after all, you also need the parents very much to come along in that process.

[XXX] But it is very complex anyway.

[B] For the translator's sake: That question came from XXX, the school director of the AICS. Then we will go on to group B, which is XXX. The first question is: Where the internationalisation of your school is concerned, what do you assume to be true, what do you believe about your own interest, the importance of your school in that process.

[LJ] My own interest is that there will be people to wipe my bum when I grow old. That's why I became a school director. But that is true for the whole world, really, that you make sure of a new generation that takes care of this earth and each other a little. And I believe that can only happen when you are aware of the fact that you are a part of the whole.

[B] So that is where you have an important role as a pioneer or a model.

[LJ] Yes. I think it's as simple as that, really. I always make things very simple.

[B] And the importance of others? Other schools or others that help you with that?

[LJ] What you mean by 'others' is a broad concept in this case, don't you think? If you do something for the world or if you are looking at the world, it is very handy if the world works with you. So it is about trying to get as many people as possible to go along with these ideas. And about trying to make as many people as possible aware of that, his task in the world so to speak.

[XXX] If I may translate that to DENISE's initiative: You see the relevance of such a course for a number of subgroups here in Amsterdam. Also that it's necessary, with an eye to 'We have to take care of each other in the future', that too. But it's the others, the existing institutions, that have to facilitate that. For the inspectorate to have the courage to look at that in a certain way, for the city to have the courage to look at that in a certain way, so that it becomes possible, at one point, to provide that service to those people at one point. So that it remains a caring society and you are there for one another.

[B] That's actually the next question. Do you agree with what XXX is saying? About the authorities and the political climate, is that what you are dealing with?

[LJ] The climate is advantageous but you can see that the Netherlands is a country that thinks in boxes, always has and still does, and so all your regulations and your entire organisation and society as a whole are all sorted into boxes. And the moment you try to step outside those boxes or won't conform to a box, that's when you have a problem. And that is what we are running into now, that we don't fit into a box and we don't want to fit in.

[B] And what about the culture? What are you running into, or to the contrary, what is proving an advantage? Culture is a broad concept, too, but the way in which things are decided in Amsterdam or perhaps even nationally, or within Esprit?

[LJ] The diversity of political opinions is so large that it is moving forward like thick syrup, of course. So that's really unfortunate. But in a way it is also good because it also has advantages, of course. Look, everybody wants to move forward but it's just not moving very quickly. And in terms of internationalisation, the issue of defining internationalisation is so very complex to start with. Because if you are talking about internationalisation at the municipal level, you are having a discussion about bilingual education or VVTO (early foreign language education) before you know it and it's about after-school childcare before you know it, even though we were actually talking about internationalisation. And it is always such a complicated discussion.

[XXX] What may be a good example: If we talk about DENISE with the city counsellor or Economic Affairs, which we did just last week, they say: 'There should be more schools like this one', so they believe it is truly relevant. And if you talk to the DMO (Municipal Department of Social Development), they say: 'Yes but that school does not exist'. And that demonstrates beautifully that there is a kind of political will that is not at all supported by the systems, if we can put it that way.

[B] How do you see the past? Are you troubled by ballast from the past, DENISE's, or Esprit's past, how decisions were made in the past, for instance?

[LJ] Well I have a really stormy past within Esprit so that troubles me very little these days. [laughter] No. I am not someone who really looks to the past a lot, so I perceive every step that was taken as a step that was taken for a certain reason at that moment, and it doesn't matter at all anymore whether it was a good or a bad decision. That is how it happened and this is the situation and we have to deal with it as it is. So I'm not really troubled by that kind of thing.

[B] How do you see the importance of the physical environment, meaning the school building, the playground, the surroundings ...

[LJ] I don't have all that, so that's a big problem. I'm in a very small building with way too many students, without a schoolyard.

[B] And that is important to the internationalisation of education?

[LJ] It is very complex in relation to education to begin with. It does have its upside, I have to admit. We just literally have a shortage of teaching space, which means we are turning the world into our teaching space. So we are forced to but as a result we also teach in a very creative way. And we have that opportunity because we are in a very rich environment, with museums and squares and shopping areas and all kinds of things. So that option is very easy as well. You can do market research on Museumplein square within twenty minutes, which I did once during a fifty-minute class. And they are back in school in no time. In circumstances like those, you don't need a classroom anymore. We don't have to talk about Rembrandt; we just go to see him. And you don't have to talk about Beethoven because we just go to listen to him. So that is great and in that sense it does have its upside. We always say: We have a horrible building but it is our building. And it basically is not that important at all.

[B] You make it work. The last question is about the issue of definition, this question is right up your alley: Models or theories playing out in your thinking. So how do you approach internationalisation, what kinds of ideas are behind it? Is it what you just said, making the best of what you can find around your school and taking advantage of that?

[LJ] In the end, internationalisation in our school is just... Everything you do is internationalisation because you are working with international materials, you might say, so both the people and the equipment. You know this, too, when we are talking about what good international education should be or what internationalisation in education should mean, what it boils down to is just what good education is. In a general sense.

[B] Ok, thank you. Let's move on to XXX and XXX, who will be answering the questions with the black dot together. Group C: Internationalisation of the schools that are part of Esprit and your strength and advantages.

[XXX] In the first place, we jointly formulated what we feel is important and internationalisation was a part of that at a very early stage. I think we are talking about some eight years ago. I also think that we are able, in the long term and by working steadily and in a good way on this topic, to take things further. We also have a very international audience, both the parents and the students, and that is a big advantage. We are in a very international city. I think that taken together, this means that we are able, and also see the relevance of it... Having good access to internationally oriented teachers is not unimportant, of course, teachers who speak the language, who see the importance of that from the perspective of their own background. And we have the licences, which is also very valuable of course. We leverage these in the areas where it is needed.



[B] And when you look at the dynamics, which is question 15. The dynamics between the schools, between the directors, between the personnel. What is working with an eye to internationalisation?

[XXX] We are able to have the discussion with each other. We also know where to find each other. Apart from that, not so much is happening, I have to be honest about that. We sometimes use each other's curriculum and we do have the will to collaborate a little here and there, but it is never more than on a marginal scale.

[B] You can react, if you want to.

[XXX] I agree entirely.

[B] Let's move on to round two. Would you like some more time?

[XXX] I think that the visionary set of ideas... It has taken some time for us to think that up together, you might say, and that is a foundation that you share after that many years. And that is available now for the entire Esprit group. We have proven that that needs time.

[XXX] I think you have a good point there, yes. And the social relevance is helping us now, because it is something that pretty much everyone in the Netherlands is saying now. Even the ministry has an opinion about it. And we are pretty much ready for it and we also have the training for it and definitely also the students, so in that respect we really have to press on.

[XXX] We do have that foundation, don't we? Yes.

[B] Group C, which is black, starts off in round two. So XXX, you can continue. It's about the internationalisation of education once again, you won't be surprised. What do you feel is reasonable? In other words, what is feasible, what is wise, what is reasonable where it concerns the process of internationalisation within Esprit?

[XXX] What is reasonable is that you can expect from both school leaders and teachers to have it on the agenda and that they actually evolve on that point. Learning to handle diversity, interculturality, but also speaking multiple languages so that you at least understand and get the student population that you are serving. And from there, I think it is reasonable to expect that it steadily takes shape in the teaching content and the choices made by the schools. And the speed at which that happens is not always the same. That also has to do with the fact that as a school, you have to work incredibly hard to achieve a certain quality in a certain discipline, or if safety is a huge issue in a building or something like that, you really have to take it into consideration in every development you are going through but then it may not be a priority. I can see how that might happen.

[B] Did you ever think (this is question 17) that what you want also has to be possible, and that you may be wanting too much or too fast?

[XXX] Yes, that's a risk of course and we always see that. It is best to evolve slowly and with high quality. On the other hand that is not always the way to achieve change. Should you go fast and run the risk of losing in terms of quality? But that does get you there. Sometimes you just cannot move forward if you don't. That is also part of leadership, you have to weigh that in the interests of... But you always have to be very much aware that in the end, the student has to benefit. You cannot experiment with that too much.

[B] A successfully internationalised school, what are the indicators of that and could it be possible that the indicators which you are using now for a successfully internationalised school, that there are also others that you might not be thinking off the top of your head? What are they now and what could they possibly be?

[XXX] Of course, one indicator I believe in is that every student feels at home in your school and that you can tell they do. What we haven't mapped quite yet is how successful they will be in moving on to further education, here and abroad, and that will become more relevant at a certain point. To what extent are they truly ready for that. In this sense I'm talking about Mundus. The whole social embedding thing, 50% are people who are already from different countries but to what extent are they capable of switching quickly... That requires more things, of course, than an international school. These are social skills that are highly relevant in any case even though they are not international. It is also moving upwards from a certain social class. I think we shouldn't underestimate that that is often a part of it, too.

[B] And can you think of indicators from the perspective of other stakeholders like students or teachers or parents – non-directors, one might say, for a successfully internationalised school? Could these groups have different ideas about this or do they more or less share your opinion?

[XXX] Indeed, I don't know. That was what my earlier question related to. I'm very curious. How do people think about this assumption that we have, from a social and economic background. I also think that we have a point that it is very important but to what extent is that supported?

[XXX] I think that in any case, and this is about how you approach people... In the end we believe in the holistic approach and internationalisation is a part of that. And that is just, that's what we say... people in my school don't have that so very much. They don't believe so strongly that education should be a holistic approach. So that is something in which you have to guide them along and it has to be the strength of your leadership to infuse that, like 'right, this is important, too, and this is also a part of it'. And not separate. That is what you have to give them.

[B] Now let's move on to group A, which is group red with XXX and XXX. These middle questions are quite long, usually. I will try to summarise them. It is about your presuppositions with regard to the internationalisation of education and they are complex questions. Question 20 is about what you might think about information that you do not have at this point. In other words, why other schools are internationalising, or whether other Esprit schools have a different view of internationalisation, for instance. What is happening in private international schools... So what could you think about what you don't know about all these things that have to do with internationalisation and international schools but that you don't know. Are there any presuppositions there, for example have you ever wondered about what is happening at the AICS in Amstelveen.

[XXX] No. [Laughter] That is very complicated, you know. I would like to know what I could do if I could, something like that. That's a very difficult way to think.

[B] What is conceivable, perhaps desirable about things that you don't know about other schools. What would you like to know?

[XXX] I don't know. It is making your unconscious ineptness conscious. What would I like to know? I think, and that is why I believe this school group is such a beautiful group in that sense, because

there are so many differences in this respect, we are not all HAVO/VWO [senior general secondary education/pre-university education] groups with a difference but we have a DENISE and an AICS and we have the primary schools... In that sense I think there is a lot to gain here that you don't know. And when I talk to XXX, I think: Oh right – he takes me along, if I might say that.

[XXX] But that is great because these primary schools are all different, too. I sometimes think: 'What if I had not ended up in the Europaschool but in one of the other schools, how would I see this?' I am now in a school where there is an entire programme in and of itself because the school was founded on the basis of that idea. So I don't know any better than that this is available and that I like it and that it works. But what steps would I take if it weren't there already? If I were with the WSV, would I do things differently than they are done now? Where it works very well, in small steps that are suitable for the school. So no, not really. I think maybe not but ...

[B] You have offered an answer to the question in this way, too.

[LJ] Probably you do different things in a different context in the same way but it just has a different name.

[XXX] Yes, that is possible.

[B] Question 21 is about blind spots. So this means you really have to ponder your own presuppositions about topics like what others do in terms of internationalisation but what you really don't know for sure. For instance... you just said it already, at WSV, another Esprit school, also works on internationalisation but I don't really know what they are doing exactly, whether I would do the same things ...

[XXX] I do have a presupposition... I always believe that we do better in our school because we teach the languages with native speakers and that is what I always say, as well. I wouldn't have it any other way and I really don't want to have my teachers do a course in Cambridge so that they can teach these children in half Dutch, half English in a shoddy fashion, because then it all goes to hell.

[LJ] There is scientific evidence that native speakers do not provide the best education.

[XXX] But their accent is better, that is what is important to me, particularly for a primary school. But I don't know how other schools participating in the pilot handle that. To what extent they deploy native speakers and how they do that. I don't know.

[B] But these are unproven presuppositions, indeed. I think that is a really good one.

[XXX] It's a very concrete one.

[LJ] It has been proven that a good English teacher is a better teacher of English than a native speakers. This has been proven quite thoroughly.

[XXX] But what I want is good teachers that are also native speakers so you shouldn't separate things like that. I do not want a bad teacher.

[LJ] But a native speaker per se doesn't mean anything.

[XXX] But it is self-evident that a native speaking teacher who teaches in primary school also has a PABO [primary education teacher-training college] diploma but from England, France or Spain. So these are also qualified teachers and I do prefer that to my group 3 teacher XXX who does two weeks of English and then returns with a serious accent and makes lots of mistakes ...

[XXX] But that is actually your presupposition... [laughter]

[XXX] Of course... but that is the example. My presupposition is that many schools don't make that choice, either because it is financially or technically impossible to deploy a qualified native speaker. Because they use a different system, they deploy the group teachers that offer part of their lessons in a different language.

[B] The next question, number 22, is about sources of information that are available but that you don't really rely on much in actual daily practice. For instance the internationalisation policy, or your own policy that has been written down, or other schools' policies, or specific policy documents from the government or the city or perhaps multinationals. Are there sources of information that, if you think about it or hear me cite the list, you might want to look at more often but you don't, really?

[XXX] I think I would like to know more frequently what subsidies are still available to do more about this. I always feel that we have had them all at one point and it's over, I'm not allowed to approach the European platform anymore because I've already done that, it's done. But perhaps there may be other sources, I don't know about that.

[B] Ok, that is clear, too. The last question ...

[XXX] But what we also don't do much is how they shape internationalisation in other countries, not well enough I do believe.

[B] Do you ever think about the counter-arguments for internationalisation? This is actually question 23. There are people who believe that internationalisation is wrong because it is actually much too superficial, too little content is taught, or because it is a kind of cultural imperialism on the part of Anglo-Saxon countries, for instance, you might object to that. You could say that it is elitist. You could say that is actually reinforces national or specific identities instead of weakening them... Well, there are a lot of counter-arguments. Do you ever think about that?

[XXX] Well, this is exactly the answer about what XXX just said, it is about good education. I think that... In my eyes, this is the truth so it doesn't matter at all. These are not good arguments.

[XXX] I recently heard that argument, not in relation to education but rather the development of villages and cities, that they are all becoming the same around the world due to globalisation. And I thought: 'Well, that is happening on a limited scale actually because if there were no outside influences, they would all become the same eventually as well and it would probably be much poorer too. Because if you do it on a global scale, there are always new impulses, from immigrant streams or cultural expressions or new developments and discoveries... So I think that in the end, internationalisation does not equal homogenisation in a negative sense. In part, you will of course see some of the same things but in the end you also enrich each other as well. Because the world is so rich in terms of cultural backgrounds, languages and inventions and customs and habits.

[XXX] I agree with you. It is also about helping those influences from all around the world to have a positive impact. Isn't that our assignment?

[XXX] Yes, helping them have a positive impact, you mean that otherwise it would work out for the worst.

[XXX] No, that you do something that has a positive effect, that is useful. You don't have to close the doors to do something good with it. I agree with you.

[XXX] I think the fear for one's own identity... Every person develops an identity and it is subject to change. Especially in a city like Amsterdam, it will look different than when you stay in the eastern part of Groningen and that is not bad, that is fine. I believe that you are allowed to have different opinions in eastern Groningen than here, that's what I think. But people shouldn't be so spastic about it, that is what it is.

[XXX] Yes, exactly! So what you are saying is: I do think about it and this is my answer to that question. Then it's clear. [Laughter]

[B] Would you like to add something, XXX? Or has pretty much everything been said?

[XXX] I just feel that the assignment is to do it and to do it well. That's it, really. [consensus]

[B] XXX, you have been spared this round because you only have a few. Question 24 is about internationalisation of education in your school and what you are doing at this time to get closer to your aspirations. You are doing a lot, of course, but what is helping you get closer to your aspirations? And the question is: Is it helping? [laughter]

[LJ] And? It is helping? We are still building our school so we are always talking about what we are doing and looking at ourselves and so we talk to each other a lot. And that helps, yes. It means you are jointly evolving and therefore creating knowledge and you are creating a kind of world for yourself. And I believe that is the way to do it, actually. Of course, what we did to get closer to an objective is to start over. That was the trick. And does that help? Yes, it does help. I can recommend it to everyone, starting over every once in a while.

[B] If you look at the next question with an eye to your answer, my conclusion is that you look to your personnel primarily, which you want to be close to in order to achieve what you want. Is that right and do you believe it helps you move forward?

[LJ] Yes.

[XXX] But not just that, right? Not just with your personnel?

[LJ] With your students and the entire group as well, yes.

[B] It is that close and that is going to help you move forward?

[LJ] Yes. It is a good thing to question everything all the time and think: 'Ok, so we thought this up and if we had to conceive the whole thing all over again, would we conceive of this again and why would we have a different view?'

[XXX] What does education have to be, that is what it is about isn't it?

[B] What would you do, or what should you do differently now?

[LJ] Differently than what we are doing now?

[B] In terms of internationalising your education.

[LJ] I think that we could look at good things around us even more and what we could learn from that, for instance. The fact that you are building intensively together, involves the danger of being busy with yourself and enjoying that. That sounds a bit dirty but... It's not what I mean but you actually forget that you can learn a lot from things that are already happening. I think we have something to gain there, still.

[B] Is there something that you should stop doing? That you should stop?

[LJ] No.

[XXX] Or he'd do so today.

[LJ] No, I do stop doing things on a regular basis. One of the things I stopped doing, for instance, is everyone sitting in a circle together. All things plenary, we've stopped doing that. These are things... I've had three plenary sessions this year and three times I thought: 'Why am I doing this? It doesn't make sense, and there is so little productivity in it.' So yes, on a regular basis, there are things that I just want to quit doing. The great thing about our setting is that if we think we should stop doing something, we simply do it.

[XXX] So you actually stop.

[LJ] Yes, you actually stop for real.

[B] You can react to that if you like.

[XXX] Yes, that is great. We see that that is happening everywhere, big meetings are just disappearing. But that is not specific to internationalisation. It's more like, if you want to work on your organisation quickly and adequately, those big meetings simply aren't helping.

[B] And is there something else in terms of internationalisation that we should stop? Something that really has to do with internationalisation? For instance, I know that there are doubts – you said so and several other people said that during interviews – about the equalisation of bilingual education with international or internationalised education, which is so popular. Is there something in that respect, for instance, that is sometimes perceived as a worry, something we should do differently? Should we communicate our message differently or should we present ourselves differently?

[LJ] The funny thing is that, when you use the term 'international school', everybody thinks of a school like the AICS or ISA, which means an English-language school. And that makes me think: What is international about English-language? Nothing. So that is quite a change. We are aware of that because we also want to be an international school so we do have to have a lot of English above all. You are the first to call us out on that, saying it is the wrong focus, and I'm slowly starting to feel you are right. It is nonsense, truly. You can also be an entirely Dutch school and still be an international

school because it is not that... Naturally a global language should be part of internationalisation but the global language is not the same as internationalisation.

[XXX] Particularly not if everybody there only speaks that language. But that is also what I meant when I reacted to what you said, that we do have this foundation by now... Then you have gone so much further than thinking: 'Right, this should be it'.

[XXX] In light of what you are saying, it is also true that TTOs [bilingual education schools] often just offer a few disciplines from the old curriculum in English and of course that has nothing to do with internationalisation.

[XXX] But it is an old concept, isn't it? Originally, an international school was just a foreign school, a foreign culture in a different country.

[XXX] In that case you have to define what international education is, that is something entirely different. You should not link that to a type of school but rather to the way you approach the teaching material and the students.

[XXX] And the population you attract with it.

[LJ] That is what we call 'the new international school'. Simply Esprit, for instance.

[B] This is XXX on a roll. Let's move on. It's up to blue now. We can take some time but we can also continue since we are in a good flow, I think? Ok, internationalisation 28, XXX: Is there something new that you might want and that would satisfy you more?

[LJ] In terms of facilities we are in a very limited situation, of course. Are there things that are new... We try very hard to make our teaching line up with the new developments and ideas about education in general, globally. And new ideas about what good education is arise all the time. It is quite a lot, too. And I would like to be better able to get to work with all those developments, for instance. You don't always manage because you also simply have this train that is running and you also have to teach those students as well. Like that whole thing with deep learning and that kind of development, it makes you think: 'You should really take time to sit down with people on that subject'... It is not something you can just add in a couple of study days. But what is it exactly and what can we learn from it, that kind of development, I would really like to have more space for that. But, well ...

[B] In fact you are now already on to the next question, namely whether it helps you reinvent yourself.

[LJ] Yes, that is what we are doing all day long. Reinventing yourself is really good, and also really fun and really satisfying. It is a continuous fight with the daily grind but on the other hand you also need the daily grind to reinvent yourself so... well, I think it is a fun game.

[B] And the possibilities you jointly have in the school. What are they? What possibilities remain for the future? What are the opportunities from which you can benefit in the time to come?

[LJ] Look, we are now in a stage in which we are offered a fair amount of leeway, some kind of honeymoon on all sides, so we are operating on the edge of what is allowed and what is possible and

what is affordable. Everyone who has authority here, is looking away a little to give us a chance. So that is a great and pleasant environment to work in but you also realise that this is finite and that eventually, it will change.

[B] But it does offer a lot of opportunities.

[LJ] It does give us a great deal of opportunities RIGHT NOW! You do think: 'How can we make sure that we, once we don't have that extra space, which you are actually given because people accept things from you because this is just the right time for it, that you can create that kind of space for your people, at the very least, in a more structural manner. That means that you would develop a kind of organisation in which the organisation is just there, in fact, and you comply with all of the rules and guidelines, your finances are in order and everything works, and that in that context you can offer your teachers and students that same space. That is an objective which I have set for myself.

[B] So that takes you to the last question, we are doing very well. Whether there is a different way to measure successful internationalisation. There are different ways. You are actually saying: This is possible in an autonomous context, if I understand you correctly. And also in a different way in light of what we just said about: Not necessarily with English as the primary language but in Dutch. I think that pretty much covers it.

[LJ] Yes, I can't really formulate it any better.

[B] So we'll move on to group C, which is the black text for XXX. It's also about internationalisation, naturally, with question 32: Your own ideas about internationalisation that may be ripe for change.

[XXX] I think, when we are talking about Dutch schools working on internationalisation, that it is very important for them to let go of the idea of streaming a little. Another thing that is being mentioned again, fortunately, is that students should be able to work at different levels and it should be a much more personal development. This should be given space to develop, I think this is one of the... Take the IB, for instance, which is a well-established educational system that demonstrates that this can be very successful without pinning children to a level at a very early stage, which is really shortchanging them on so many levels. That idea is being heard now and I think we should incorporate it into our internationalisation. You learn together and you learn from each other. And then there is deep learning, which is also gaining interest, I think. Knowledge... the older generation in particular says: You need to have knowledge. I agree, you need to know what you are doing, but the days in which you could ingest all of the knowledge relating to a discipline are past. It is about being able to think in concepts, being able to understand and have a helicopter view of things, and being able to see through to the depths of things. These are the skills you need in addition to the people skills, which have also become much more important – that you can collaborate, understand each other, literally comprehend each other. That you can serve each other but also take the lead, demonstrate leadership... So yeah, that is something that needs to be implemented much more strongly. At the AICS, this is something that exists in all sizes and shapes but it should be improved. And that is also a lot of fun because there is a lot we still have to do.

[B] And in fact you have also already answered the next questions. What new ideas, you've provided a number of examples. Question 34 is about what kind of result it yields, so that's a rather nice



question. You are talking about deep learning, concept-based learning, collaborating, and other life skills...

[XXX] I think this prepares our students for the future even better, where they will find themselves in completely new situations that we cannot even comprehend at this point. But then we know that they will know how to switch and adapt, they will know they can network, rely on... maybe not knowledge or little knowledge, but they will know this: I have a way to acquire this or I can find a way to solve this or adjust, and so on. Because that is what it will be, I'm certain of that.

[B] And if you look at the future and start to open up new sources of information to redefine internationalisation and give it new meaning, what kind of sources would you need and what should you be in touch with more? What should you read or see or do more?

[XXX] I think we need to incorporate the creative factor much more, pretty much in all disciplines. Experiencing physics creatively, maths, science – it doesn't matter but approaching these disciplines in a different way. Not by practising until you know the trick by heart, no, really understanding it but also learning to apply it within a very different context. I think that will be a key skill. And the kinds of sources you need to open up for that... You have to hire crazy people as well. I'm becoming more and more convinced of that. People who go against the grain, who have the courage to think independently of the systems... You also need those others because it is always a matter of balance. Because as a school leader you do think: Wow this is difficult because they don't really get along, but use that. Try to make something good out of that. So those are different sources. Human resources in particular and I also think what XXX is already doing out of necessity: Using the outside world. Much and much more than we ever did before. And with the World Wide Web, you can easily move beyond the borders.

[B] But also simply out in the neighbourhood.

[XXX] Yes, absolutely.

[XXX] No school building, that is also a good one.

[B] No school building...

[XXX] Don't say that too loudly ...

[B] That is question 36. Question 37: Is there someone who knows most about the internationalisation of education and how do you get closer to that as a school? Closer to that knowledge, that source of knowledge perhaps.

[XXX] In this respect, too, the fact is that it is not one single person who knows it. And that is great because otherwise we might all start to do the same thing once again... [recording interrupted]

[B]... we'll just go on now. We were interrupted for a moment but XXX was in the middle of a monolog on internationalisation and sources of knowledge, authoritative sources and how to get closer to those.

[XXX] I think there are people who have very sensible things to say about differentiation and there are people who have very sensible things to say about internationalisation or the way in which you

create groups in your school, and what is the best way to learn. I think as a school leader, as a learning community, this is also true for the teachers. You need to send them all out to get the best there is and learn the best there is and bring that back to the community and learn it together. Because it is also subject to continuous change. We will never again have a moment of total calm, in which we can say: We have the curriculum and now we can stay with it for three years. You might feel sorry about that but I think these dynamics are great and you need to learn to embrace that uncertainty and learn to live with it. And I think you can have a really wonderful time if you do that.

[B] And you also described the danger that, if you start to concentrate on one spot, the schools will all become the same.

[XXX] Yes, that always keeps happening. There are always gurus who may not even want it but still get a lot of followers. And people start to copy things and stop adding their own thing and walking new paths. And that is... this is what happens with the new way of learning. I feel that is very dubious unless a school says: I think this is a very interesting concept and that's what I'm going to do. But you will give it your own twist and not set it up the same for everyone. I think that this is very important.

[B] The last two questions for red. Question 38: What needs to be done? Or what should you be capable of in order to achieve your aspirations?

[XXX] Being allowed to continue as we are.

[XXX] I think we have already said a lot about this. I think you need to continue to live your leadership and therefore be a role model in what you want. I believe that is important, that you need to draw people along in what you believe. Because that is very often what keeps hanging over it, if you will, and that leads to such a discrepancy between theory and practice. So you need to stay agile in that. I know that I, for one, need to keep doing that. And that you allow yourself to be fed.

[B] So staying in motion and remaining visible as a role model, staying close to the people who are doing it with you. The teachers in particular, of course. And parents, and students.

[XXX] Let's not forget the students, of course!

[B] And the last question: Is there a way of thinking that you need to acquire if you want to internationalise successfully?

[XXX] Yes, I think so. You need to be, and also to stay, very curious.

[XXX] These are also the questions you asked before. What do you want to know that you don't know yet – of course that relates to curiosity and the willingness to learn things and the agility you have to be able to have, I think.

[B] Yes, because we did end up with things we didn't think were conceivable. Is there something that hasn't been said but that should have been said, after these 39 questions? Or are there things that you think, well I shouldn't.... ...

[LJ] After 39 lashes, the crucifixion follows, doesn't it?

[XXX] Look... what I just heard from XXX and XXX and you is that it is also your view of education, and not just about internationalisation. I think that that's a part of it, and not a separate goal.

[XXX] We are very holistic so that is true. [laughter]

[B] Thank you all.

*Esprit International Steering Group meetings' minutes*

**G76: (i) Meeting #1 (August 2014)**

**G76: (ii) Meeting #2 (November 2014)**

**G76: (iii) Meeting #3 (February 2015)**

**G76: (iv) Meeting #4 (March 2015)**

**G76: (v) Meeting #5 (June 2015)**

*Esprit and general remaining documents*

**G77: (i) Advice Esprit legal advisor regarding Dutch International primary School status Denise (April 2015)**

**G77: (ii) 'More secondary schools' (30 October 2014)**

**G77: (iii) 'Flexible, bilingual and challenging education' (4 February 2015)**

**G77: (iv) Student transitions after 2014-2015 school year between five researched Esprit schools (August 2015)**

**G77: (v) Professional development activities in the Esprit Centre of Expertise**

**Appendix H**

Table 1: Perceived challenges and responses related to the internationalisation of education (=IoE) of the five researched Esprit schools and their policy agents

*Challenges/ pressures*

C= coercive pressure

M=mimetic pressure

N=normative pressure

*Responses policy agents*

EC= evasive/communicative response

SA=strategic/autonomous response

SM=subversive/meta response

### Responses Esprit schools

### Results Esprit schools

COM=adhering to/abstaining from common enterprise

ISOM=isomorphism

INF=embracing/ ignoring more information and opportunities  
local context

LOCA=remaining largely specific to

INT=being involved in more/less interactions

REL=considering/not considering a changing nature of relations

In the school year 2014-2015, during the implementation and diffusion of an internationalisation of education policy in the Esprit School Group, with people dividing into (degrees of) adherents and abstainers depending on the location of the policy in a space of preferences.

Responses of ↓ Perceived challenges related to IoE →	Coercive pressures	Mimetic pressures	Normative pressures
<b>Esprit</b>			
COM	C1 Challenges to Amsterdam's social cohesion and educational equality,  resulting in the most vulnerable students not getting the education they need		
COM			N1 Schools developing programmes with an international dimension being the norm, in order to cope with current global

<b>Result Esprit schools:</b> LOCA			and multicultural tensions
<b>Board manager</b>  SA  SA  SA	C2 Dutch cultural taboo  C1 (See above)	M1 Modelling migrant students as expatriate students in competition with other (VMBO) schools	
<b>Directors</b>  SA  SA  SA	C1 (See above)  C4 (See below)	M4 (See below)	
<b>Parents</b>  SA       SA		M3 Modelling internationalised schools as schools with a uniform 'international quality system'  M4 (See below)	
<b>Teachers</b>  EC	C3 Focus on the measurement of educational outcomes and an expectation to teach state-subsidised students to be Dutch citizens		

EC	C1 (See above)		
EC		M2 (See below)	
SA		M4 Modelling a very own (i.e. not a 'business-as-usual') internationalised school profile in competition with other (Esprit) schools	
<b>Students</b>			
EC	C4 Stratification and standardisation of Dutch education system		
EC		M2 Dominance of English language in Dutch education	
EC			N2 Technology and individual learning being the norm
<b>AICS</b>			
INF	C4 (See above)		
REL	C1 (See above)		
REL		M4 (See above)	
INF			N3 The expectation (influenced by Internet and globalisation) of transferability of
<b>Result:</b>			
LOCA			

			education for the sake of continuity of education being the norm
<b>Berlage Lyceum</b>			
COM	C3 (See above)		
INF	C5 Financial and organisational issues		
REL		M1 (See above)	
REL		M4 (See above)	
INF			N1 (See above)
INF			N2 (See above)
INF			N4 Proficient English speaking teachers being the norm
REL			N5 Being the norm to help students to distinguish themselves in the labour market
<b>Result:</b>			
LOCA			
<b>Denise</b>			
COM	C1 (See above)		
INF	C5 (See above)		
REL		M1 (See above)	
REL		M2 (See above)	
REL		M4 (See above)	
REL			N6 Being the norm to help migrant students to settle in a Dutch national context

<b>Result:</b> LOCA			
<b>Europaschool</b>  INF INF REL REL COM REL	C4 (See above)  C5 (See above)	M2 (See above)  M3 (See above)	N1 (See above)  N6 (See above)
<b>Result:</b> LOCA			
<b>Mundus</b>  INF COM   REL INT REL COM	C1 (See above)  C3 (See above) C4 (See above) C5 (See above)	M1 (See above)  M4 (See above)	N6 (See above)  N7 'VMBO phobia' being the norm
<b>Result:</b> LOCA			



Table 2: Expectations for schooling and actions regarding policy, curriculum and pedagogy of the five researched schools and their policy agents related to the internationalisation of education (=IoE)

*Expectations for schooling and actions regarding policy, curriculum and pedagogy*

A=IoE as an alternative to national context

S=IoE as a supplement to national context

P= IoE for pragmatic reasons

I= IoE for ideological reasons, i.e. as in the IB Learner Profile for students and teachers (see below)

I1= inquirer

I2= knowledgeable

I3= principled

I4= reflective

I5= thinker

I6= open-minded

I7= communicator

I8= caring

I9= risk-takers

I10= balanced

I11=global (world) citizenship

In the school year 2014-2015, during the implementation and diffusion of an internationalisation of education policy in the Esprit School Group, with people dividing into (degrees of) adherents and abstainers depending on the location of the policy in a space of preferences.

Responses of ↓ Expectations for schooling and actions related to IoE →	<b>IoE as an alternative to national context</b>	<b>IoE as a supplement to national context</b>	<b>IoE for pragmatic or ideological reasons</b>
<b>Esprit</b>			
<b>Result Esprit schools:</b>  S1-6  A1+2  P1-3  I1-8, I10, I11			
<b>Board manager</b>		<p>S1 Part of providing students with a metaphorical ‘fishing rod’</p> <p>S4 Part of knowing what your real culture is and at the same time thinking more broadly, making a diverse set of friends, crossing borders through multilingualism, connecting diversity, and making something out of the your world citizenship</p> <p>S5 Using something comparable to the IB Learner profile</p>	<p>P3 IoE as an instrument to be able to settle anywhere and access the global knowledge economy</p> <p>I11 Becoming a global citizen: IoE as a way for IB principles to systematically permeate the teaching and learning</p>
<b>Directors</b>		S2 Part of helping students to get on in the Netherlands, contribute to the wider Amsterdam	I10 Becoming balanced: IoE as a way for IB principles to systematically

		community and to feel at home	permeate the teaching and learning
		S3 (See below)	I1 Becoming an inquirer and reflective (I4): IoE as a way for IB principles to systematically permeate the teaching and learning
<b>Parents</b>	A1 Using the IB in every international school as a 'uniform' international dimension <i>outside</i> of the Dutch context	S2 (See above) S3 (See below) S4 (See above)	P1 IoE as a means to ensure continuity of education  P2 IoE as an instrument to evade language or qualification barriers  I10 (See above) I1 and I4 (See above) I11 (See above)
<b>Teachers</b>		S1 (See above) S2 (See above) S3 Part of discovering what you like and really want to do S4 (See above)	P3 (See above)  I10 (See above) I1 and I4 (See above)  I11 (See above)
<b>Students</b>		S1 (See above) S2 (See above) S4 (See above) S6 Using the IB in every international school as a 'uniform' international	P3 (See above)  I10 (See above) I11 (See above)  P2 (See above) I2 Becoming knowledgeable, principled (I3) and reflective (I4) thinkers

	A1 (See above)	dimension <i>within</i> the Dutch context	(I5): IoE as a way for IB principles to systematically permeate the teaching and learning  P3 (See above)
<b>AICS</b>	A2 Using the IB Learner Profile as an aim in itself. It is regarded as a set of expectations which, together with the prominence of the English language in the curriculum, brings an international dimension to education and could function as an alternative to education in the national context	S4 (See above)	I11(See above)
<b>Result:</b>  S4+5  A2  I1, I6, I8, I11		S5 (See above)	I1 Becoming an inquirer, open-minded (I6) and caring (I8): IoE as a way for IB principles to systematically permeate the teaching and learning
<b>Berlage Lyceum</b>		S1 (See above)	P3 (See above)
<b>Result:</b>  S1, S3, S5  P3  I1-5, I10, I11		S3 (See above)  S5 (See above)	I1and I4 (See above)  I1 Becoming an inquirer, knowledgeable (I2), reflective (I4) and open-minded (I6): IoE as a way for IB principles to systematically permeate the teaching and learning
<b>Denise</b>		S1 (See above)	P3 (See above)
<b>Result:</b>  S1+2, S4+5		S2 (See above)  S4 (See above)	I10 (See above)  I6 Becoming open-minded and better

P3 I6, I7, I10		S5 (See above)	communicators (I7): IoE as a way for IB principles to systematically permeate the teaching and learning
<b>Europaschool</b>		S2 (See above)	I10 (See above)
<b>Result:</b>  S2, S4, S5  I2, I6, I7, I10, I11		S4 (See above)  S5 (See above)	I11 Becoming a global citizen, knowledgeable (I2), open-minded (I6) and better communicators (I7): IoE as a way for IB principles to systematically permeate the teaching and learning
<b>Mundus</b>		S1 (See above)	P3 (See above)
<b>Result:</b>  S1, S2, S4, S5  P3  I4, I10		S2 (See above)  S4 (See above)  S5 (See above)	I10 (See above)  I4 Becoming reflective: IoE as a way for IB principles to systematically permeate the teaching and learning